Hiring Mechanical Trainees

Comments by Tom Ramsay

PROBLEM: Many organizations wish to hire mechanical equipment repair personnel, but are unable to find qualified technicians at the journey-level.

SOLUTION: Hire qualified applicants and train them. A successful mechanical trainee should have mechanical aptitude, and we have developed an assessment to measure this capability.

Preliminary studies on the Ramsay Corporation *Mechanical Aptitude Test* show significant correlations (.48 for N=109) with mechanical knowledge, and (.40 for N=159) with GPA in a mechanical technology curriculum.

Some tests of mechanical aptitude have shown gender differences as high as one SD; our study found gender differences of .48 SD for the *Mechanical Aptitude Test.*

A study with a sample of 160 male and female candidates shows scores on the *Mechanical Aptitude Test* were significantly correlated (r=.72) with scores on the *Wiesen Test of Mechanical Aptitude*. Similarly, 236 applicants for positions in the maritime industry had scores on our test that correlated .75 with scores on the *Bennett Test of Mechanical Aptitude.*

BOTTOM LINE: Our clients are able to select objectively the most qualified mechanical maintenance applicants through the use of the Ramsay Corporation *Mechanical Aptitude Test*.

TIP

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Errata

In the *TIP* article "Call for Nominations and Entries: 2009 Awards for the Society for Industrial and Organizational Psychology?" (April 2008), the following people were omitted: Gerald V. Barrett (SIOP Distinguished Professional Contributions Award), Frederick Morgeson (APA Distinguished Scientific Award for an Early Career Contribution to Psychology), John Campbell (APA Distinguished Scientific Award forthe Applications of Psychology), and Edwin Locke (APS James McKeen Cattell Fellow Award).

Cover: Yarra Valley, Victoria, Australia.
Photo courtesy of Herman Aguinis, Mehalchin Term Professor of Management, University of Colorado Denver.

A Message From Your President

Gary Latham

Our first 3-day I-O conference was an unarguable success in terms of attendance (4,096—our second highest number), quality of our preconference workshops and program content, attendance at our closing plenary Saturday afternoon (approximately 1,000 people), and the phenomenal number of California wines that were tasted at the closing of our conference. Kudos to Conference Chair **Doug Pugh** and his committee, Program Chair **Steven Rogelberg** and his committee, and Executive Director Dave Nershi and his staff.

Now it is time for us to set and commit to attaining three 2008–2009 goals. Our overarching goal is visibility. We are going to build on the work initiated by **Doug Reynolds** and his committee. Our new chair of the Visibility Committee is **Chris Rotolo**.

Specifically, it is time that we I-O psychologists be seen, it is time that we I-O psychologists be heard. Hence our following goals:

(1) Because I believe numbers count in the ability to capture and hold the attention of the public, we will be examining ways that SIOP, EAWOP, and Division 1 of IAAP can work collaboratively to influence public policy.

(2) SIOP and the Society for Human Resource Management (SHRM) will examine ways to promulgate evidence-based management.

(3) SIOP and the University of Toronto's Rotman School of Management will showcase SIOP's Leading Edge Consortia to the public with the intent that other business school/psychology departments will subsequently do likewise.

In this column, I will address the first goal.

Enhancing the Visibility of Organizational Psychology

For far too long, from the outset of the 20th century when Münsterberg, the father of I-O psychology, was at Harvard University, organizational psychologists have complained justifiably that we have been ignored by the public. At the dawn of the present century, when the public has questions, they typically turn to the economist, medical doctor, lawyer, or the person who forecasts the weather. It is not that we organizational psychologists are ignored, it is much worse than that as we are not even on the "radar screen." In general, the public does not know that we even exist. Why does this matter?

Organizational psychology has accumulated a vast amount of knowledge for the benefit of society. Regardless of whether a country is already developed or has an emerging economy, we have the knowledge and skill to improve an employee's and an organization's productivity, as well as the quality of work life and job satisfaction of an organization's employees. What scientific community knows more about leadership, selection, performance management, training, motivation,

decision making, or organizational climate than we? Certainly not the economist, medical doctor, lawyer, or weather forecaster. How do we enter the consciousness of the public? What steps must we take to ensure that in 2108 organizational psychologists are not echoing the same complaints of their ancestors in 1908 or 2008?

First, we need to build on the momentum of SIOP's previous past presidents and their respective executive committees. Specifically, we need to accelerate the internalization and implementation of SIOP's strategic plan formulated in 2006 under the leadership of **Jeff McHenry**.

Central to SIOP's vision and strategy developed in 2006 is that:

- Our profession is recognized and valued by the public for the research, knowledge, and services we offer.
- We are a leader in global efforts to promote the science and practice of psychology at work.
- We are sought, as individuals and as a Society, to provide guidance on issues of policy and practice related to the effective utilization of human resources and resolution of organizational problems.

Among SIOP's core values is:

- *Service*: We are dedicated to improving the effectiveness of organizations and the well-being of individuals in work settings.

In 2008–2009 we need to explore ways to "partner" with other organizational psychology societies whose values are similar if not identical to those of SIOP in order to implement SIOP's strategy. Size does in fact matter. The media and legislators in particular pay far more attention to groups with a large membership. When SHRM, where I serve on the board, speaks, the U.S. Congress listens. To further ensure that SHRM, with its 230,000 plus members, holds the attention of the public, SHRM will be one of the sponsors of the U.S. presidential debate coverage this fall. What are we, SIOP, currently doing to capture and hold the attention of the public?

Partnering in some fashion with the European Association of Work and Organizational Psychology (EAWOP) and Division 1 of the International Association of Applied Psychology (IAAP) is an initial step, a relatively easy step to increase our potential for having a societal influence. It is a step that will benefit their members as well as SIOP's in implementing the pillars of SIOP's strategic plan. It is a step that they are preparing to take with us in ways that we three associations will determine jointly this coming year.

We three associations should take this step together because we now have a globally interdependent economy. What we organizational psychologists know (mediators) that works in one country may not work (moderators) in other countries. Exploring, explaining, and then implementing our findings are the basis for the thrill and excitement inherent in our scientist–practitioner model. Organizational psychology in North America alone, Europe alone, or Asia alone is arguably too narrow to solve complex global issues. The synergies that will occur among EAWOP, IAAP, and SIOP will benefit the scientist, the practitioner, and the scientist–practitioner. Our specific challenging goal is to discover

and then take the steps that will lead organizational decision makers and the media in Asia, Europe, and North America to continually ask: “What do organizational psychologists have to say about this?” When this goal is attained, organizational psychology will take its rightful place at “the table of influence.”

In forming a partnership with these two associations, we will not be starting from zero. EAWOP and SIOP already have a memorandum of understanding initiated in 2006 by Past President Leaetta Hough and signed by Past President **Lois Tetrick** where we have pledged cooperation with one another. IAAP, under the leadership of Past President **Michael Frese**, and **Virginia Schein**, past president of Division 1 of IAAP (Work Psychology) is putting Frese’s dream into action: “What if psychology mattered?” They have organizational psychologists working on an on-going basis with the United Nations. We, SIOP, need to work with them. The more closely EAWOP, IAAP Division 1, and SIOP work together, the more likely we will become highly appreciated by the public for offering evidence-based solutions for improving society. Working on solving global issues where we have the expertise requires a large number of us who have the desire to “make a difference.” By partnering in a “to be determined” fashion, we will have a critical mass to “make a difference.” World leaders need information based on scientific evidence to make informed decisions. We can and will provide them that evidence.

Third, EAWOP, Division 1 of IAAP, and SIOP need “products” that can be given to the public. Currently, we market products internally to ourselves (e.g., the Frontier Series). We need a series of products marketed through various media that constitute the evidence based management practices that organizational decision makers are currently lacking. The products might include white papers, PowerPoint presentations, videos, and Web site material written/prepared in memorable, meaningful ways. Currently, the public can turn to WebMD. Why can’t they also turn to WebI-O?

To form this partnership, I have asked Franco Fraccaroli, president of EAWOP, **José M. Peiró**, president of Division 1 of IAAP, and their colleagues to join us in developing and designing an appropriate strategy/structure for a worldwide community of organizational psychologists. In addition, **Milt Hakel** is leading an ad hoc committee consisting of the following individuals to make this partnership happen: **Bob Dipboye**, Michael Frese, **Beryl Hesketh, Ken Pearlman**, José Peiró, **Bob Pritchard, Ed Salas, Handan Kepir Sinangil**, and Virginia Schein.

Among the questions they are currently addressing is (a) membership dues. The American and Canadian Psychological Associations have a dues arrangement. Why can’t we three do something similarly regarding association memberships, workshops, and conferences? (b) Should the past president of each association serve on each of the three association boards ex-officio? (c) How do we strengthen our relationships with organizational psychology associations in specific countries (e.g., Australia, Britain, Germany, and South Africa)?

As Robert Kennedy was fond of saying “Some people see things as they are and ask, why? I see things that never were and ask, why not?”

FROM THE EDITOR

Wendy S. Becker

The July issue of *The Industrial-Organizational Psychologist (TIP)* revisits many themes from our 23rd Annual SIOP Conference in San Francisco—and sets new agenda for our future.

Features

In his inaugural column as SIOP president, **Gary Latham** speaks to his goals for the year. Gary begins with that of visibility through strategic partnerships. By the way, Gary reminded me that "goal setting works" when I commented that he beat *TIP*'s publication deadline with his first column submission.

I am pleased to feature a thought-provoking summary of Anthony Rucci's closing keynote address, "I-O Psychology's 'Core Purpose': Where Science and Practice Meet" from San Francisco. Jac Fitz-enz generously reprises his invited address, "Managing Tomorrow…Today: How to Change the Game."

Elaine Pulakos offers new ideas on visibility and a call to action in "Having a Seat at the Table: I-Os in Visible, Strategic Roles." **Michael Gasser** and colleagues evaluate "The Industrial-Organizational Psychology Curriculum: Is What We Teach Valued by Business?"

From the Editorial Board

I am proud to announce a new editorial column, **Practice Perspectives**, under the leadership of **Rob Silzer.** For the first column, the Professional Practice Committee reports findings from the recently administered Practitioner Needs Survey. The focus is practitioner satisfaction with SIOP in the July issue.

Did you know that as SIOP Historian **Scott Highhouse** has been leading an effort to preserve and catalogue a complete collection of *TIP*? For more information on this important endeavor—and a true SIOP mystery—be sure to read **The History Corner**. Check out that pic of the first *TIP*.

Lori Foster Thompson's column **Spotlight on I-O Organizations** features **José Peiró**. José is chair of the 2009 EAWOP program committee, past president of EAWOP, and current president of the International Association of Applied Psychology's Organizational Psychology Division. Lori's column is strategically timed; it gives *TIP* readers who are interested in attending EAWOP and visiting Spain sufficient time to submit abstracts to the program.

My own personal research interest in shared decision making and disaster response heightened reading **Stuart Carr's** interview with Douglas Paton,

University of Tasmania, in the column **Pro-Social I-O–Quo Vadis?** Kudos on another terrific interview, Stu, and here's to many more.

Derek Avery concludes his tenure as chair of SIOP's Committee for Ethnic Minority Affairs (CEMA) with his thoughts in **The Diversity Report**. Many thanks, Derek! **Eric Dunleavy** and **Art Gutman** review equal employment opportunity (EEO) enforcement activity during fiscal year (FY) 2007 in their column, **On the Legal Front. Marcus Dickson** and **Jamie Madigan** review a variety of important sessions from the conference in **Good Science–Good Practice. Sylvia Roch** takes on the critical topic of publication and data sources in **The Academic Forum**. In **TIP-TOPics for Students, Clara Hess, Amy DuVernet, Tara Behrend, Reanna Poncheri, Jane Vignovic**, and **Jenn Lindberg McGinnis** look at careers in I-O.

News and Reports

There are summaries of activities from San Francisco: specifically, a full report on our first 3-day conference, 2008 SIOP Award Winners, announcements of new SIOP Fellows, as well as brief notes from the Junior Faculty Consortium, the Master's Student Consortium, and SIOPen.

There is an important announcement from **Jeff McHenry** about the 4th Annual Leading Edge Consortium. Executive Coaching for Effective Performance: Leading Edge Practice and Research will be held October 17–18, 2008 at the Westin Cincinnati. **Tammy Allen** provides the Secretary's Report. As always, we highlight I-Os that were featured in the news media as well as the awards, transitions, appointments, and new affiliations of our members. **David Pollack** summarizes upcoming conferences and meetings of interest to our profession.

Be sure to note **John Scott's** timeline for proposal submissions to next year's conference—SIOP 2009 in New Orleans. There are two exciting theme tracks planned: evidence-based management and corporate social responsibility.

Note also that **Steve Kozlowski** shares his insight as incoming editor of the *Journal of Applied Psychology*. There is an important call for new members from **Judy Blanton** and SIOP's State Affairs Committee.

To the Editor:

I was impressed with the theme track, “Preparing for the Future: A Critical and Constructive Look at I–O Education” at SIOP in San Francisco. Panel members debated the value and necessity of PhD internships, a topic of interest to me, both as student and employer.

It is ironic that we even consider the possibility that students graduate with an I-O doctorate without any applied experience. Are we not supposed to be “dedicated to applying psychology to people *in the workforce*” (SIOP.org Web site, emphasis added). How can we churn out doctoral students who have never seen the inside of an organization or consulting firm? Would we expect clinical psychologists to treat patients without internships or hands-on experience? Would we trust physicians to examine our loved ones without having previous patient experience via residency programs? How can we expect I-Os to move from coursework to practice without the requisite applied training, like our colleagues in other professions?

Some might say there is inherent value in programs that focus solely on research and prepare students for a life of academia, and I agree, with one important caveat: truth in advertising. These programs should clearly identify themselves and drop any reference to the “scientist–practitioner” model.

The majority of our graduate programs claim to follow the “scientist–practitioner” model, but some programs focus purely on research. Programs with a strong teaching/research focus and no requirements for applied experience should wear the “scientist” label proudly. Why is there a need to affix the “practitioner” moniker when it is untrue and misleading? Greater clarity allows for a more realistic job preview and helps student match their interests to the appropriate program.

Some might say, “Our current system, although not exactly accurate, does no harm so why rock the boat? Is anyone really getting hurt?” Unfortunately, yes. Students embarking on multi-year educational journeys need to know the truth about prospective programs. Otherwise they are at a distinct disadvantage when they attempt to enter the workforce. Having recruited at SIOP numerous times, I have seen many ABDs and soon to be PhDs with resumés consisting of presentations, posters, and chapters and with work experience limited to teaching courses in I-O and undergraduate statistics. Who do employers select, prospects with only teaching experience, or those with applied I-O experience? Hopefully, that is a rhetorical question.

Academics may retort that as a naïve and misinformed practitioner, I do not understand the intrinsic value of well-conceived research and strong theory. That could not be further from the truth. I have nothing but the utmost respect for academics who do the heavy lifting, building models and testing

theories. That very effort enables practitioners to thrive in their work. Many of my own professors were pure academics, providing an incredibly enlightened and well-rounded education. I only ask for accurate labeling of graduate programs. I have seen too many resumés of bright, young students, seeking applied positions with absolutely no work experience.

It may seem like I am picking on research-focused programs, but that is only based on my experience reading so many resumés of highly intelligent, but under qualified students. Purely applied programs should also be required to advertise as such. Can SIOP somehow be involved in policing how I-O programs classify themselves to the public? Perhaps it would make for another interesting debate next year at SIOP.

Allan Fromen
Reuters Insight

SIOP 2008 Keynote Address:

I-O Psychology's "Core Purpose": Where Science and Practice Meet

Anthony J. Rucci
Fisher College of Business, Ohio State University

Editor's note: This article is based on the closing keynote address delivered at the Society of Industrial and Organizational Psychology 23rd Annual Conference in San Francisco, CA, April 12, 2008.

"Why did you choose to become an I-O psychologist?" That's not intended to be a rhetorical question. Think back to that point in your life when you decided to pursue a career in I-O psychology, and jot down your answer. We'll come back to your answer later, but be assured that the words you have written down are central to this discussion. Yes, we may each have chosen slightly different career paths—some of us into academia as educators and researchers, some of us as consultants, others as organizational practitioners—but despite our "career track" differences, I suspect that as a community of I-O psychologists we share powerful philosophical and personal motives.

My personal decision to become an I-O psychologist is deeply rooted in my family background growing up in Youngstown, Ohio. Nearly all of my extended family worked in the steel mills in that area of the country. I saw first hand how my uncles' and my dad's quality of life was affected by what happened in the workplace everyday. I also saw what happened when the steel industry collapsed in the U.S., and one-by-one each of my uncles and my dad were laid off and eventually lost their jobs as the plants shut down. I witnessed the effect that had on their spirit and their pride.

The Dignity of Human Beings in the Workplace

My decision to become an I-O psychologist was motivated by a fundamental belief that people and organizations both "win" when civility and dignity are hallmarks of an enterprise. That there is a "virtuous cycle" about people and organization: The more respect people are accorded by their company and their boss, the more successful those organizations seem to be. In short, I-O psychology for me has always been about the *dignity of human beings* in organizations.

What does all this have to do with the core purpose of I-O psychology? I believe that organizational performance and individual performance intersect at precisely the point of the dignity of people in organizations. Where people enjoy dignity that in turn unleashes human energy (Gunn and Sherman, 2008), which ultimately *causes* organizations to be successful. In fact, in my head I have a rather simple model of organizational effectiveness: Treat your

employees right…they'll treat the customers right…and you'll get better organizational performance. I realize the model is not rocket science…and it certainly wouldn't pass anyone's test of a scientific paradigm. But, that simple model has guided my entire career's work. Later in my career I was able to frame the model more mathematically in a causative path (Rucci, Kirn & Quinn, 1998) with the hypothesis being that "treating your employees right" was actually at the front end of the value creation chain and triggered successful organizational outcomes further downstream.

I should point out, however, that I was completely *wrong* about what I thought was the operational definition of "treat your employees right." I thought it was about people being happy or satisfied in their jobs. Turns out that those aren't the employee factors that predict better customer and performance outcomes in the organizations I've looked at empirically. The critical factor that triggers the value creation chain is employee *commitment*. Things like an employee's sense of involvement, the intrinsic value of the work they do, the degree to which they feel they understand the organization's strategy and the extent to which they see a clear line of sight between their job and the organization's goals. And, a rather compelling finding that brought back my family experience, the extent to which people feel that they are treated with dignity by those who lead them. In short, intangible factors linked to employee commitment are *leading indicators* of customer, profit, and revenue outcomes later on.

By the way, would you be willing to make this "intangible" leap of faith with me? If you are willing, that makes you different than many people sitting in board rooms around the world right now. Most boards and senior executives, in my judgment, still…don't…get it. They still don't seem to understand or they are unwilling to accept that successful organizations are not about profits—they're about people. Unfortunately, and being candid, those of us in I-O psychology and other organizational disciplines have done a conspicuously poor job of demonstrating the power of that simple idea to organizational leaders and boards.

I-O Psychology's Core Purpose

It seems to me that the core purpose of I-O psychology today might be stated as follows: *To enhance the dignity and performance of human beings, and the organizations they work in, by advancing the science and knowledge of human behavior.*

Let me focus on the three critical concepts in that core purpose statement: First, ***the dignity and performance of human beings.*** The dignity of people is maximized, in my view, when the following conditions are met: when people are given meaningful work, when personal accountability exists, and lastly, when people are treated respectfully by those who supervise and lead them.

What is meaningful work? Work *at any level* is meaningful when people can see a direct connection between their efforts and the organization's overall goal. And, when they are then given a sufficient level of decision-making authority and autonomy that also permits them to make meaningful *mistakes*. That's the algorithm that allows people to build their self-confidence and self-esteem. Said more colloquially, *there are few things in life more honorable than an honorable day's work*…a project, a job, a career that allows for that very powerful psychological effect we've come to label as the "completion phenomenon."

The second pre-condition necessary to ensure the dignity and performance of human beings is when personal accountability exists. It's not sufficient to merely create a "nice" environment for people to work in. High-performance environments are those that paradoxically combine respect for the individual with a profound sense of personal accountability. People have a right to be treated with respect, but they also have an obligation to contribute. With accountability comes the sense that what a person does in their job matters. What better way to help people build their self-respect than to hold them accountable.

And finally, supervisors and leaders need to treat people with respect in order to achieve a positive climate of dignity in organizations. And it's really not that hard to do. Leaders need to be committed to the civil treatment of the people around them…saying good morning when they come in each day, saying thank you, not reprimanding people in the presence of others, looking at people when they are talking to you to convey respect for their opinion. It's stunning to me how frequently this remarkably easy concept of civility is violated in large organizations.

Let's turn to the second key concept in my core purpose statement: ***enhancing organizational performance.*** You might be thinking that I am using that phrase to be synonymous with an organization's "economic profits" or earnings; well, I'm not. I have a much broader definition in mind for organizational performance that I prefer to call "value creation." High-performance organizations define value creation in terms of at least three or four important constituencies: their employees, their customers, their shareholder owners, and their communities (Ulrich and Smallwood, 2003). As I-O psychologists, we need to concern ourselves with how our work, our research, and our teaching addresses value creation outcomes for *all* of those constituents, not just employees.

Having said that, I-O psychology does need to acknowledge that profit and financial performance are legitimate outcome measures of organizational success, even in not-for-profit enterprises. Business and trade are uniquely *social acts*, comprised of human transactions that clearly fit within the domain of inquiry of a social science like I-O psychology. In fact, it is only when organizations earn a *fair* economic profit that jobs are created and people can ulti-

mately support themselves and their families and have access to better educational opportunities. And we know from the work of Nobel economists that societies that create jobs and raise the educational level of their citizens enjoy greater overall quality of life and lower domestic violence. The science and practice of I-O psychology needs to acknowledge and include profit and financial performance in its models but then also transcend the concept of economic profit to a broader definition of "value creation" outcomes.

The third and final concept in my earlier statement of I-O psychology's core purpose is the notion of ***advancing the science and knowledge of human behavior.*** It is the inclusion of this phrase that I hope makes the core purpose statement rather unique to I-O psychologists. Lots of other disciplines concern themselves with the performance of people and organizations…economists, lawyers, career counselors, search executives, even those "financial" types. But I-O psychologists are uniquely equipped to bring the science of human behavior to bear on individual and organizational performance. Leading scholars in our field like Campbell (1978), Dunnette (1990), Guion (1988), Smith and Cranny (1968), and Tiffin and McCormick (1965) have argued eloquently over the past 65 years that the very hallmark of I-O psychology needs to be its grounding in the epistemology of scientific discovery. I strongly agree but add that in the study of human behavior *insight* can be just as valuable as *intellect*.

Science and Practice in I-O Psychology

Despite the era of scientific management in the early 20th century, I believe that the real heritage and legacy of I-O psychology as we know it today was born out of *practical* crisis in World War I and World War II. It was only when countries and survival on a global scale were threatened that we really began to ask *and demand* that behavioral researchers help identify ways to improve selection and placement decisions, improve motivation and morale, determine vocational interests, or help in the design of plane cockpit displays.

Based on that heritage, how might we define I-O psychology?

> [Industrial] Psychology is a study of human behavior and, in general, can be considered as embracing two major facets. In the first place, [industrial] psychology is concerned with the discovery of information relating to human behavior. This involves research and can be considered as the scientific aspects of the field of [industrial] psychology. The other phase is concerned with the application of information about human behavior to the various practical problems of human life. This facet can be thought of as the professional aspect of [industrial] psychology….[brackets added]

Will you buy that definition of I-O psychology? Two facets,…scientific research into human behavior and then the application of that research. Does

that sound reasonable and relevant for what we do as industrial psychologists? If not, don't blame me. That's the introductory paragraph of Tiffin and McCormick's text on *Industrial Psychology* (1965), first published in 1942, and pretty widely acknowledged as the first true I-O textbook. Did they get it right? I think they nailed it!

It's probably also worth pointing out that even 65 years ago Tiffin and McCormick were smart enough to resist the temptation to get drawn into the superficial debate about "what or who is more valuable": science or practice, scientist or practitioner ? There is no intelligent debate to be joined about science *versus* practice in I-O psychology. In fact, there is actually a crude tyranny to asking the "either…or" question. No, if there is a debate here, it should focus instead on the more constructive "both…and" question, as in, how can we as a collective profession realize the exponential effect of combining the efforts of *both* world class scientists *and* world class practitioners. It is only where science and practice converge that I-O psychology really makes its full contribution to organizations and society. And as the global stakes of decisions become more and more magnified, the need for science and practice to complement one another in I-O psychology becomes even greater.

Leading Contributions of I-O Psychology

Based on my core purpose statement, I've done a 65-year performance review of the profession of I-O psychology. I've identified my list of the six most influential contributions by I-O psychologists. An important criterion was whether these contributions have withstood the test of time.

Let's start with my list of the three most important contributions by I-O psychologists operating principally in research and academic careers. On my scorecard, these three are as follows: First, job satisfaction research and measurement; second, the literature on motivation and goal setting; and third, the psychometrics of human capability. And, the original work in these three areas was the result of thoughtful theoreticians and researchers, not because organizations were clamoring for the results of applied research.

There is little question in my mind that the early work of scientist/academicians on defining and measuring job satisfaction and job interests has been a milestone accomplishment *unique* to the field of I-O psychology. If one accepts that human performance and vocational choice are cognitively mediated processes, then the understanding of human affect and intention is crucial to organizational performance.

The second compelling contribution driven principally by scientist/academicians, I believe, has been in the area of human motivation and goal setting in the workplace. This body of work has had a seminal role in I-O psychology. The basic premise is that human beings pursue goals that are cognitively mediated and that people perform best when they are allowed to participate in the establishment of those goals.

The third profound contribution most advanced by the work of I-O scientist/academicians, I believe, has been in the area of the psychometrics of human capability at work. Whether it be the measurement of intellectual capacity and skill sets, ergonomic design or job performance and criterion development, the ability to validly and reliably assess human *potential* has been a huge contribution.

Let me turn to the three major contributions that I believe have been principally driven by organization-based I-O practitioners. First is the area of leadership development and leadership effectiveness. Practitioners have been confronted and prodded by their organizations to help select, promote, and develop better leaders. Practitioners' work in leadership measurement and assessment centers has had a profound influence on the practices of large organizations. In addition, it has been organizational practitioners who introduced human resource planning efforts to identify future leaders and who established corporate universities to help develop those leaders.

The second area in which I-O practitioners have led the way is in understanding the importance of team effectiveness. While academic I-O psychologists have historically conceded research in this area to social psychologists, I-O practitioners have understood that successful organizations are comprised of successful small teams, not the monolithic movement of 50,000 people all at once. When those teams begin to break down, the organization begins to break down.

The third area where I believe I-O practitioners have led the charge is in the design of incentive and compensation systems. Practitioners are constantly being asked to be involved in the very delicate work of building compensation systems, doing job evaluations, and designing incentive programs, sales incentives and gainsharing and profit sharing plans. As important as the earlier mentioned work on motivation and goal setting by I-O researchers has been, translating that work into how big a pay raise or how big an annual bonus a worker should receive has fallen overwhelmingly to practitioners.

Two Important "Opportunities"

No respectable assessment of our profession's performance could be complete without identifying at least one or two areas of "opportunity." The first opportunity has been an obstacle not so much within the profession of I-O psychology, but within I-O psychologists themselves. And that obstacle has been our lack of business literacy. You might think I'm directing that concern primarily to the scientist/academician segment of our profession. Well, I'm not. I'm directing that criticism to *all* I-O psychologists—practitioners and scientists alike. At the risk of offending, I would say that the inability or unwillingness of I-O psychologists to embrace or understand business and enterprise, and perhaps a little intellectual arrogance about it,

has been a severe limiter in our profession's ability to be more influential at the leadership and board level of major organizations.

And I'm not referring to business literacy as financial literacy…being able to read a P&L or being able to calculate ratios off of a balance sheet. Rather, as an I-O psychologist could you converse intelligently for 20 minutes with a business executive, a board member, a customer, a university president, or a state senator about your organization's customers, your competitors, and your strategy? And, about how you as an I-O psychologist can make your organization better? As a profession, we simply must do a better job of influencing organizational leaders as to why they should be interested in what we know about people in organizations. We must show them how our work influences value creation outcomes that are important to *them*, not just to our profession.

The second opportunity for I-O psychology as a profession lies in the area of leadership effectiveness. As complimentary as I am about our profession's work in the leadership area, this is the area that still represents the biggest opportunity open to I-O psychologists. We have watched in organizations and in society the profound success that good leaders can promote, or the devastating impact that ill-intentioned leaders can have, even on a global scale. In addition, the "military model" of leadership so prevalent throughout much of the 20th century is giving way to a more participative, values-based model of leadership. What makes a good leader? Is the paradigm changing? Research into intangible leadership factors like "character," "authenticity," and "managerial courage" would be invaluable in identifying future leaders.

In closing, go back and read what you wrote down in response to my opening question about why you chose to become an I-O psychologist. If I'm right, you didn't have any of the following things written down: To publish 75 articles in scholarly journals, to get tenured, to win a Nobel prize…or, to earn a million dollars. No, if you are similar to the I-O psychologists I've worked with over the years, something in what you wrote included a reference to people, organizational effectiveness, or the science of human behavior. Personally, my answer to that question is grounded in those early observations about the importance of the dignity of my uncles and my dad in the steel mills.

Early in my career my boss, the CEO of our company, said in a moment of frustration and candor: "You know, Tony, running a big company would be a piece of cake if it weren't for people. People will take the most brilliant strategy in the world and completely screw it up." He was being only half facetious, I think. *People* will either ruin the best strategy in the world, or *people* will breathe human energy into it. I believe the core purpose of I-O psychology is to help people breathe human energy into organizations. And at the heart of that core purpose is the critical, but rather simple notion of *the dignity of human beings* in the workplace.

We are, by our very DNA, a profession that exists to enable people and organizations to be more productive members of society. Remember, *few things in life are more honorable than an honorable day's work.* For those of us in the profession of I-O psychology, when we tap into the nature of people at work, we are tapping into something very primal, and something very intrinsic to the dignity of the human spirit. If you ask me, that's pretty noble work.

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SIOP 2008 Invited Address:

Managing Tomorrow…Today: How to Change the Game

Jac Fitz-enz*
Human Capital Source

What do Amazon, *USA Today*, the West Coast Offense, and Wal-Mart have in common? The answer is that they are examples of what Harvard professor Clay Christensen described as disruptive technologies. These are new ideas that change an industry. Amazon changed book selling, *USA Today* introduced a national newspaper, Bill Walsh's West Coast Offense changed the way professional football is played, and of course, Sam Walton changed retailing.

Today, there is a disruptive technology on the horizon for human capital management. Very little has changed the "personnel game" since 1950. Although computer technology has made the job easier and more efficient, it has not delivered its strategic value. In the 1960s we changed the name from personnel to human resources but we didn't change much else. We still operate each HR function in its little silo, distinct from and largely disconnected from its HR siblings.

When it comes to connecting to the business, we lament that we don't get invited to play with the C-level team, yet very few of us are prepared to play effectively. The vast majority are content to carry the water bottles and pick up the dirty towels. Once in a while we are pulled in to run interference but we seldom carry the ball.

Human capital management in the 21st century requires a new offense; HCM: 21™ is both a strategic model and concurrently also an operating system. The model identifies the organizational issues and entities and then operationalizes how they interact and should be managed. Exhibit 1 is an outline of the model.

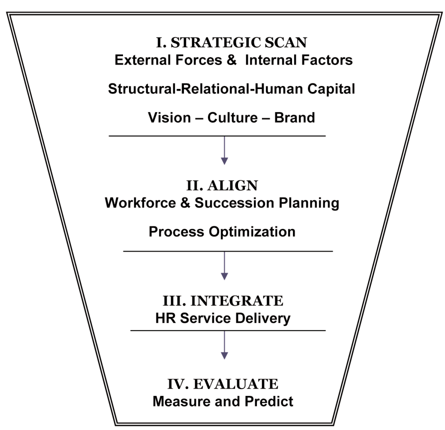

Exhibit 1. HCM: 21 Model

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I-O psychologists have a major role to play in this disruptive market. Whenever change takes place, fear and resistance rise. New roles, skills, and relationships have to be introduced and learned. Consultation, facilitation, and counseling will all be in demand as the disruption spreads.

Before Planning

HR typically starts with workforce planning. It matches business plan staffing requirements with the labor pool and from that designs a staffing strategy of sorts. Quite often there is no change from past practices although the marketplace has and is continually changing radically. Before we can plan we need to know what is coming. HCM: 21™ starts with a strategic scan of external forces and internal factors that may affect the three fundamentals of the organization: structural, relational, and human capital. This tells us where we can expect to feel effects on our organization. Only after this can we begin to make plans, otherwise we are operating in a vacuum.

Workforce and Succession Planning

Once the scan is completed we can begin to lay the foundations or a modified workforce planning process. The scan told us who and what we have to compete with and where our internal factors need recalibration. Exhibit 2 is a sample, in brief, of the layout of the planner.

Organizational Capital >	**Structural**	**Relational**	**Human**
External Forces			
Labor supply			*Acquire/Keep*
Economy		*Retain*	*Incent Service*
Globalization		*Expand*	*New Sources*
Regulations	*Go Green*	*Lobby*	
New Technology	*Invest*		*Train*
Competitors	*Innovate*		*New Skills*
Internal Factors			
Vision		*Advertise*	*Support*
Culture			*Manage*
Brand		*Market*	*Communicate*
Capabilities	*Processes*		*Facilitate*
Leadership			*Develop*
Finances	*Manage Cost*		

Exhibit 2. Strategic planner template

We follow this with an advanced succession planning system. The new system is built around three principles:

- Assigning an executive the primary responsibility for managing the system.
- Identifying high-potential (hi-po) personnel as far down the organization as possible.
- Reviewing and updating the hi-po list.

When you have at least 75% of your hi-po candidate's development programs fully operational you should see a rise in revenue growth per FTE. The reason for this is that your hi-pos are the key people in the organization that drive overall performance.

Process Optimization

Periodic source analysis can greatly increase both efficiency and effectiveness. It can be applied to hiring, compensation, and development. The most common application is in staffing. In any process there are inputs, throughputs, and outputs. In staffing the inputs are job applicants that come through a variety of sources: advertising, job boards, agencies, employee referrals, for example. The throughputs are the selection methods: individual and group interviews, testing, assessment, and you can add onboarding to the list. The outputs are new hires that can be evaluated in terms of performance, potential, salary history, and tenure.

The purpose is to find out which combination of sources and methods yields the best hires for mission critical jobs. Knowing this can help you cut your cost of sourcing and improve your hit rate of exceptional hires. Exhibit 3 is a sample of a source analysis.

PROCESS OPTIMIZATION
What combination yields the best talent currently, in the future?

NAME	SOURCES						METHODS					RESULTS			
	N	M	S	E	J	W	I	G	T	A	O	B	C	P	T
Al		M					I			A		2	2	1	1
Bea					J		I	G	T		O	3	2	2	2
Cee				E			I	G			O	3	2	3	2
Dy	N						I		T	A		2	2	2	1
Ed					J		I				O	1	1	1	2
Fifi					J		I		T			2	2	1	2
Gay						W	I	G		A	O	2	2	1	2
Hal		M					I		T			3	2	2	1
Ike			S				I	G		A	O	3	3	2	2
Jo				E			I	G	T		O	3	3	3	2
Ken	N						I	G		A		1	2	2	1

N= Newspaper, M= Prof Mag, S= Search, E=Referral, J= Job Board, W= Walk In
I= Personal Interview, G= Group Interview, T= Test, A= Assessment, O= Onboarding
B= Performance, C= Pay Increases, P= Potential Rating, T= Tenure

Exhibit 3. Source analysis

Integrated Delivery

The greatest leverage opportunity can be found in how HR services are delivered. In almost all, read over 95%, HR departments deliver in a fragmented manner. That is each function from planning and staffing through compensation and benefits to development and relations operates in its own silo.

Although there is a general HR plan, each function develops and delivers on its own time schedule without regard for what its sibling functions are doing. If you doubt my claim, ask yourself how often staffing, compensation and development synchronize their offerings. Development usually knows little of the quality of new hires or the introduction of new pay plans. Likewise, compensation looks only at pay and benefits neglecting to include development and employee relations investments in a total rewards system.

The secret to integrated delivery is leadership on the part of the CHRO. Functional heads may not want to give up their autonomy. They may see it as a loss of discretion and power with little personal value in return. This is where counseling on the part of I-O psychologists can be a critical service.

Predictive Metrics

Thirty years ago I introduced quantitative methods to the personnel function. After a very slow adoptive rate we now see many HR departments doing some type of measurement. The problem is that most of them have not moved past the cost and quantity level. Typical metrics are cost of hire and development, numbers hired and trained, ratios of HR to employees, and HR budget benchmarks. All of these can be useful as after the fact data for the HR staff. However, they do not excite management because they focus on cost and not on value added.

Modern analytic tools and behavioral science methods support higher levels of analysis. We can dig into turnover rates and discover what is causing them to rise or fall. We can track and return on investment of many HR services from incentive pay plans, new benefit programs, and training offerings, as well as staffing strategies. These address the issues that drive the current business operation. As such, they attract management's attention.

The latest and most exciting measurements are leading indicators and intangible metrics. These predict what is most likely to happen in the future. With these data points, the C-level can strategize and invest with a minimum of risk. Given the wild markets we face today and into the future, risk management is at the core of human capital investment. High degrees of success yesterday do not necessarily guarantee similar returns tomorrow.

Leading Indicators

There are a number of issues that can be turned into leading indicators. They include engagement, leadership, culture, commitment, benchstrength

and knowledge management. In addition, lagging indicators can be reverse engineered and turned into leading indictors. Note that all of these are intangibles. The days of counting units of performance are past. Now we have to look over the horizon using data that has predictive capability. Exhibit 4 shows a few of the leading indicators.

Readiness (Succession Planning)	**Leadership** (Employee Survey)	**K Worker Churn** (QIPS Levels) *
Engagement (Employee Survey)	**Culture** (Eoc – BPTW) **	**Manager Effectiveness** (Tenure: Shrink, Service, Turnover)
Commitment (Productivity & Turnover)	**Brand Awareness** (Employee Survey)	**L&D Spend** (ROI Metrics)

• = quality, innovation, productivity, service
** = employer of choice – best place to work

Exhibit 4. Leading indicators and intangibles

Changing the Game

Continually working on process improvements and additional investments in disconnected software at best can help us keep up with the pack. The only way to break out and take the lead is to come up with an entirely new way of managing human capital. In the West Coast Offense of the San Francisco 49ers during the 1980s they did not change the number of points for a touchdown or get to have more than four plays to make a first down or find a new way to run, block, or throw. What they did is work from a new offensive strategy that the defenses of their opponents were not prepared to cope with. As a result the 49ers were one of the most explosive scoring machines in the history of professional football.

Adopting HCM: 21™ can help change the game with a new offensive strategy that explodes past competitors. The model and strategy is now being put in place in companies around the world. It is available to anyone who wants to win the game for talent.

Having a Seat at the Table: I-Os in Visible, Strategic Roles[1]

Elaine D. Pulakos
PDRI

For many years, the perception that our profession has less visibility, impact, and prominence than it should has plagued I-O psychologists. A burning question and frustration has been—"why do economists, attorneys, MBAs, and management consultants seem to get called upon more frequently than we do to address important issues related to organizational effectiveness, human capital strategy, and work-related issues in general?"

A considerable amount of energy has been directed to understanding and addressing this question over the past several years. SIOP's Executive Committee has initiated a number of task forces that have focused on studying visibility issues and developing strategies to increase our impact. These efforts have been directed to educating those outside our profession about who we are and what we do, with the ultimate goal of being the trusted advisors that corporate, government, international, and media leaders call upon for advice in our areas of expertise.

Specific strategies that SIOP has undertaken to increase our visibility include promoting more education about I-O (e.g., in undergraduate programs), consulting with PR advisors, translating our research into accessible practice guidelines, issuing press releases, and disseminating research findings that are of interest to the public. In spite of these efforts, the prevailing opinion is that we have not yet achieved the degree of impact we're looking for as a profession.

The importance of increased visibility and our commitment to this issue was codified in SIOP's most recent strategic goals, in which visibility is a consistent and major theme. For example these goals include making SIOP the

- visible and trusted authority on work-related psychology, and
- advocate and champion of I-O psychology to policy makers (Hough, 2006).

This kind of visibility requires operating at a strategic level and contributing value to addressing the most pressing human capital and business challenges.

One trend that may enhance our visibility is that the work performed by I-O psychologists is broadening. No longer are selection test development and validation the mainstays of our applied work. Instead, I-Os in organizations are increasingly focused on implementing integrated human capital systems and processes (staffing, performance management, employee development, pay, change management, communication) to drive business outcomes that are necessary to compete effectively in today's global economy. This shift in focus is likely due to two primary factors:

[1] Many thanks to Wayne Baughman and Elizabeth Kolmstetter for their input on how to increase the impact of I-O psychologists, which helped in forming many of the ideas discussed here. Thanks also to Gary Carter and Wendy Becker for their suggestions on a previous version of this article.

- Demands have increased for fast implementation of efficient, technology-enabled human resources products (e.g., job analysis instruments, selection assessments, surveys, performance management systems). This has resulted in many more standardized products in the market that are delivered as Web-based services, decreasing the need and desire for customized tools developed from scratch.
- There has been an important realization, especially in knowledge and service organizations, that the most critical resource an organization has is its human capital. Thus, having an effective human capital strategy and systems that are aligned and reinforce each other in support of the organization's overall strategy and goals is essential for success.

I-Os at the Table

At the recent SIOP conference in San Francisco, I had the opportunity to serve as discussant in a session entitled "Innovations in the Intelligence and Defense Community," chaired by **Wendy Becker** and **Wayne Baughman.** Presenters **Elizabeth Kolmstetter, Wayne Baughman,** and **Dave Dorsey** discussed profound organizational change that has occurred in the federal government as an aftermath of 9-11.

Prior to 9-11, separate intelligence and defense organizations performed but rarely shared related work. This was intentional—the organizations were designed as "stove-pipes" with deeply entrenched "need to know" cultures. However, post 9-11 commissions and reports concluded that much tragedy could have been mitigated with better coordination, collaboration, and consolidation of intelligence information across organizations. These findings served as a major catalyst to drive unprecedented structural, procedural, and cultural change in the federal government.

Our panel discussed their roles and responsibilities to align 16 disparate intelligence and defense organizations while at the same time, fundamentally changing significant aspects of the culture and the way they do business. At the core, success in making these changes relied on ***major, strategic human capital reform, which I-O psychologists are enabling***. Thus, the panelists in this session have attained the type of strategic leadership positions that increase the visibility of our profession.

How Did This Happen?

To answer this question, it is important to understand both the characteristics of the situations in which these panelists are operating and how they were able to position themselves in strategic roles. They reported several common situational characteristics:

- Many powerful constituencies must have a stake in the process and outcomes.
- The challenges are complex and difficult to address.

- The solutions need to drive important, bottom-line outcomes across multiple organizational units and very large numbers of people.
- The human capital systems needed to achieve change are large-scale, integrated, and blended, simultaneously involving strategy, IT, I-O, training, communication, and change management components.
- Speed to implementation and delivery of clear, value-added results are essential.

Although these panelists all work in the federal government, ***the situational characteristics they describe are mirrored in many private-sector organizations***.

To achieve a strategic leadership role in these situations, panel members felt strongly that a constellation of skills is needed beyond the technical skills we learn as I-O psychologists, including the ability to:

- Effectively diagnose, navigate, and incorporate business, political, and social realities into thinking and solutions. These are critical aspects of the environment and must be treated as core when developing recommendations and systems, rather than treated as peripheral background noise.
- Conceptualize and deliver integrated, blended solutions that incorporate what behavioral science has to offer from multiple disciplines. Operating as a broad generalist rather than a deep specialist makes one much better equipped to address complex human capital challenges.
- Engage in multifaceted strategic and critical thinking regarding both immediate and downstream consequences. It is imperative to demonstrate how our solutions solve stakeholders' important problems in a practical and compelling manner.
- Listen carefully to what stakeholders are saying, both overtly and in more subtle nuances. Stakeholders often tell us the rules of the game, give us the playbook, and try to help us run the plays, but we need to understand the value of this information and carefully attend to it. It is important to not inadvertently dismiss client input as a nuisance when it is often the roadmap to success.
- View issues from the perspectives of multiple, diverse constituencies and deliver win-win solutions of clear value, to include ROI when possible. Solve our stakeholders' problems, rather than doing what we want or think is best, connecting the dots so our contributions are clear.
- Manage and win over diverse stakeholders and naysayers through effective communication, collaboration, compromise, persuasion, and negotiation.
- Adapt to stressful, unstable, and unpredictable situations, and remain resilient in the face of constant change.
- Drive results and stay focused in spite of obstacles, disappointment, and setbacks.
- Find salient role models who successfully color outside some of our narrow lines, build on their work, and seek their advice for how it's done.

The Marketing of I-O Psychology

In comparing the requirements of high-profile work with how we typically present ourselves, an important question is, ***Are we clearly communicating what we have to offer?*** Here are some examples:

- Often, we seem to describe what we do in terms of our I-O toolkit, or in other words, the content of our work. We say, for example, that we perform job analyses, conduct selection research, design and validate performance measurement systems, and so forth.
- Another way we often describe ourselves is as measurement experts who perform rigorous research in organizations. We pride ourselves, and rightly so, on the fact that our work is based in scientific methods and data driven, meaning that people can have much more confidence in our conclusions than those based solely on observation and experience.
- We also discuss our expertise in implementing professional and legal standards. We are the profession that helps organizations defend against challenges to their human capital systems. In practice settings, it is not uncommon for I-Os to wield the litigation stick to persuade decision makers to follow proper validation procedures.

In sum, we tend to describe ourselves as a profession of highly specialized technical experts, which may be pigeon holing us into a very narrow niche positions. More than once, I have heard I-O psychologists described as "the people who sit in their offices all day analyzing data and telling us what we can't do." This image will certainly not help us obtain visible positions at the table. Instead, we need to translate what we know, make it accessible, and show its relevance for addressing the key challenges organizations are facing.

As examples, instead of describing ourselves in the ways outlined above, what if we said the following?

- We provide practical, actionable, and proven strategies to predict, control, and explain human behavior in organizations. The value we add beyond HR professionals, MBAs, economists, attorneys, and other professions is that we apply established behavioral science principles, models, and methods in our work, which enable us to maximize results.
- We are able to solve the most complex problems and develop innovative solutions because our training focuses on teaching us how to integrate information from various sources and disciplined analysis. This means we are the go-to profession for addressing really tough and high-stakes human capital challenges—and this distinguishes us from other professions.
- We help organizations mitigate human capital risk. Our mitigation strategies are all-encompassing, ranging from using our tools and techniques to identify the best talent, to ensuring employees stay motivated and deliver results, to helping organizations retain and fully develop key talent.

- We provide innovative thought leadership and proven best practices that increase efficiency, effectiveness, and bottom-line business results.

More concretely, here are two ways we could respond to an executive who wants to know what can be done to improve collaboration across units.

Response 1: The Traditional I-O Response Describes What We'll Do

We'll start by conducting a job analysis. We'll develop draft performance standards and content validate them by conducting workshops where SMEs will make linkage ratings between job analysis data and the standards. This will help maximize your ability to prevail in the face of a legal challenge. Finally, before we implement the standards, we'll pilot test them to ensure they have adequate psychometric properties and adequately differentiate between employees.

Response 2: The Strategic I-O Response Sells Our Value in Solving the Problem

We'll start by supporting senior leadership in clarifying the vision, conceptualizing and defining desired objectives and outcomes, and planning the actions needed to achieve the vision. To help engage everyone and build buy-in, we'll work with employees and managers to define how collaboration can be improved across units. We'll use the information we collect to set clear expectations for collaboration organization-wide that realistically reflect what is possible on the job. Finally, we'll provide tools and train managers how to evaluate and reward employees who are collaborating well. In turn, this will reinforce and motivate further collaboration across the organization.

Note that both of the above examples propose exactly the same thing—developing and implementing job relevant performance standards to drive behavior. Yet the two descriptions are likely to leave others with very different views about who we are, what we do, and the value we add.

Concrete Tips

Summarized below are several strategies to help increase our visibility based on lessons learned in our panel session.

- Broaden our view of the roles we can play and the expertise we can bring in addressing multifaceted human capital and organizational behavior challenges. Take a strategic view and connect the dots so others see how we are contributing to the organization's success.
- Broaden our skill and knowledge base to include other related disciplines, such as organizational development, communication, change management, coaching and counseling, and information technology. Generalists are much less likely than specialists to get pigeonholed into narrow, insular positions.

- Don't wear our "technical" badge too overtly and translate what we know into plain language. Other professions do not know as much we do about how to apply and integrate proven behavioral science principles effectively in organizations. Thus, we can actually offer great ideas and effective strategies that others cannot. The key is communicating about these in a persuasive manner that instills confidence and shows value.
- Forgo a "rigor at all costs" mentality. Do not be paralyzed by the inability to gather extensive data or conduct rigorous research. Have confidence in what can be extrapolated from the extensive body of research and practice our profession has amassed and the knowledge that this enables our solutions to be more effective than those offered by others.

Call to Action

More attention should be devoted to understanding the characteristics of high-impact environments and the skills I-Os need to operate effectively in them. A conscious effort to recognize these situations and build critical skills should result in more I-Os performing this type of work, thereby helping to increase the visibility and strategic impact of our profession overall.

As a next step, we (members of the SIOP panel) will gather additional information to address the following questions more systematically:

- What are the characteristics of high-impact engagements?
- What skill sets do I-Os need to operate effectively in strategic and visible roles?
- What is the road map to getting there?
- What are the implications for I-O training and development?

If you are an I-O psychologist who works in a strategic, visible role (or if you know someone who does) we want to hear from you. Please send us names and contact information so that we can learn from your experience. We will report back on our findings in a later issue of *TIP*.

We need your comments and ideas and look forward to hearing from you!

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The Industrial-Organizational Psychology Curriculum: Is What We Teach Valued by Business?

Michael Gasser*, Benjamin Walsh, and Adam Butler
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A recent survey of Fellows in the Society for Industrial and Organizational Psychology (SIOP) examines the characteristics that distinguish graduate education in industrial-organizational psychology (I-O) from graduate education in human resources management (HRM) as taught in business schools (Gasser, Butler, Waddilove, & Tan, 2004). The survey reveals that a distinguishing feature of I-O educational training is the use of empirical/statistical evaluation as part of sound scientific methodology. Graduate education in I-O typically follows a scientist–practitioner model, two orientations that Dunnette (1990) argues a good I-O psychologist should blend. According to the scientist–practitioner model, a practitioner should use the scientific method to carefully evaluate whether what is being done in an organization actually works. For example, does a training program teach the employees what they were expected to learn? Does a selection test actually predict the future performance of employees? The scientist–practitioner model suggests that it is impossible to know the answer to those questions unless the practitioner uses an empirical/statistical methodology. Further, the scientist–practitioner model promotes the idea that empirically based evaluations are of great benefit to the organization.

Empirical/statistical methodology is an important part of I-O graduate training. Bartles, Macan, Gutting, Lemming, and McCrea (2005) examine the curricula of 102 doctoral and 122 master's I-O graduate programs and find that 73 of the master's programs and 64 of the doctoral programs use a balanced scientist–practitioner model. Three of the master's programs and 27 of the doctoral programs use a curriculum focusing mostly on research. Given Dunnette's (1990) description of the scientist–practitioner model as incorporating a strong empirical/statistical element in training, it seems that most I-O programs highlight this skill for their students. A job analysis of I-O psychologists done by Blakeney et al. (2002) also shows that the capacity to conduct empirical analyses is one of the top skills defining the job. Finally, Trahand and McAllister (2002) find that statistical methods and research methods are the two highest rated competencies for coverage in the curricula of master's level programs. At all levels, graduate training in I-O psychology is characterized by a focus on empirical/statistical methodology.

If graduate training in empirical/statistical methodology is an important characteristic that distinguishes I-O psychologists, then it is important to know if this skill is valued in the general business community. A survey done by Lentz, Tuttle, Allen, Brutus, and Handler (2005) shows that some of the top concerns of I-O psychologists for the coming decade include showing a

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connection between the skills of I-O psychologists and the financial success of an organization, increasing the recognition of I-O in the business community, competing with business school graduates, and improving the perceived relevance of I-O in the business community. All of these issues are related to an overall concern about how I-O is valued in the business community.

In this study we compared the emphasis I-O program coordinators place on training for practical applications and empirical/statistical evaluation with the value business leaders place on these same skills in potential employees. Do business leaders value the same skills in potential employees that are emphasized in I-O graduate training? This question is especially important for graduates who will soon be in the job market and I-O program coordinators who are training the next generation of I-O psychologists. Private-sector human resources (HR) positions are the jobs for which many graduates in I-O are competing (Lowe, 1993). Employment in business settings is common even with undergraduate psychology majors (Borden & Rajecki, 2000) and even more likely with undergraduate psychology majors focusing specifically on I-O (Kirnan, Reilly, & Decker, 2000). If the skills taught in I-O programs are not valued or are less valued than more generic business skills that involve the ability to perform a business process without evaluation, then I-O graduates are at a disadvantage in their job search.

Method

We created a survey that included four work processes (i.e., hiring, training, employee surveys, compensation). Two skills were evaluated for each process. One skill involved proper use of the work process, and one skill reflected empirical/statistical evaluation of the work process. The authors of this study chose the four work processes intuitively because they represented major categories of work in the HR domain and seemed to be readily identifiable by both I-O psychologists and business professionals. The two skills for each domain were identified as defining skills for I-O program graduates (empirical/statistical evaluation skills) and business school graduates (applied skills) in previous research (Gasser, Butler, Waddilove, & Tan, 2004). The work processes included in the survey were (the specific usage or empirical/statistical evaluation skill is in parentheses) hiring (i.e., the ability to legally conduct an interview, using statistics to determine if the interview is hiring better employees), training (i.e., presenting information clearly and effectively in a training session, using statistics to evaluate whether the material was learned in the training session), employee surveys (i.e., organizing and presenting survey responses, using statistics to link the results of the survey to changes that should be made in the organization), and compensation (i.e., appropriately and legally managing a compensation program, using statistics to evaluate a compensation system to see how it is affecting employee motivation).

Two groups of participants were included in this study. The first group included local business leaders (i.e., full-time, salaried employees of local busi-

nesses, $n = 30$). The employees were selected because they were in leadership positions with a clear set of subordinates. Graduate students, employed as interns in each respective organization, approached the business leaders and asked them to complete the survey. All of the business leaders approached agreed to participate in the study. No incentives were offered for participation. Business leaders completed paper-and-pencil versions of the survey. Fifteen reported the job title of "manager" and 5 reported the job title of "president/vice president"; thus, the majority of the sample held managerial roles within their respective organizations. These individuals were instructed to imagine they were hiring an employee who would handle human resource functions. Then, they were asked to evaluate the list of skills as if those skills were characteristics of a candidate for the aforementioned HR position. For business leaders, skills were evaluated on a scale ranging from 5 = *very valuable* to 1 = *not valuable*.

The second group of participants included coordinators of I-O graduate programs ($n = 30$), identified from the Webpage for SIOP. Each of the I-O program coordinators contacted agreed to participate in the study by completing the survey via telephone. No incentives were given for participation. The I-O coordinators and the business leaders evaluated identical skills. However, I-O coordinators were instructed to evaluate the list of skills based on the emphasis their graduate program places on teaching each skill. For I-O program coordinators, skills were evaluated on a scale ranging from 5 = *very strong emphasis* to 1 = *very little emphasis*.

Results

Independent-sample *t*-tests were used to evaluate whether significant mean differences existed between the responses of the business leaders and the responses of the I-O graduate program coordinators. The first business process analyzed was hiring. The first skill, "being able to appropriately and legally conduct an interview," was reported as being valued significantly more by business leaders ($M = 4.77$, $SD = .43$) than was emphasized in I-O programs ($M = 3.43$, $SD = 1.07$), $t(58) = 6.32$, $p < .01$. Conversely, "using statistics to determine if the interview is really hiring better employees," was not found to be significant ($t(57) = -1.63$, $p = .11$). I-O program directors reported a mean of 4.13 ($SD = .97$) for this skill and business leaders reported a mean of 3.72 ($SD = .96$).

Next, training was analyzed. First, "being able to present information clearly and effectively in a training session" was reported as being valued significantly more by business leaders ($M = 4.57$, $SD = .63$) than was emphasized in I-O graduate programs ($M = 4.07$, $SD = .98$), $t(58) = 2.36$, $p = .02$. On the other hand, "using statistics to determine if the employees really learned what was being taught in a training session" was reported as being emphasized significantly more in I-O programs ($M = 4.07$, $SD = .83$) than it was valued by business leaders ($M = 3.54$, $SD = .88$), $t(56) = -2.37$, $p = .02$.

The third work process analyzed was employee surveys. Interestingly, the first skill, “being able to organize and present the responses of a large number of surveyed employees,” was reported as being emphasized more in I-O programs (*M* = 4.33, *SD* = .84) than it was valued by business leaders (*M* = 3.90, *SD* = .82), $t(57) = -2.02$, $p = .05$. The second skill, “using statistics to link the results of the survey to changes that should be made in the organization,” was reported as being valued significantly more by business leaders (*M* = 4.41, *SD* = .87) than it was emphasized in I-O programs (*M* = 3.87, *SD* = 1.00), $t(57) = 2.23$, $p = .03$. Thus, for this work process the results were in the opposite direction from the results of the first two work processes.

The last work process examined was compensation. First, “being able to appropriately and legally manage an employee compensation program” was reported as being valued significantly more by business leaders (*M* = 4.67, *SD* = .55) than it was emphasized in I-O programs (*M* = 2.27, *SD* = 1.17), $t(58) = 10.16$, $p < .01$. Second, “using statistics to evaluate a compensation system to see how it is affecting the motivation of the employees” was reported as being valued more by business leaders (*M* = 3.86, *SD* = .85) than it was emphasized in I-O programs (*M* = 2.53, *SD* = 1.17), $t(56) = 4.91$, $p < .01$. Business leaders consistently valued work processes related to compensation more than such processes were emphasized in I-O program curriculums.

Discussion

Business leaders value both the applied skills and the statistical/empirical skills within each job process. The means for business leaders are above three (on a five-point scale), indicating a positive reaction to the skill. This is also generally true for the emphasis placed on each skill by I-O program directors. For both applied and statistical/empirical skills, all of the means derived from the data provided by I-O program directors are above three (on a five-point scale) except for the compensation-related skills. Means for both empirical/statistical evaluation and applied usage in compensation fall below three for I-O program directors.

For both the selection and training work processes, business leaders value the applied usage skill to a greater degree than I-O program directors report emphasizing the same skill in their programs. For the training work process, business leaders value the empirical/statistical skill to a lesser degree than I-O graduate program directors report emphasizing this skill. The result is nonsignificant for the selection-related empirical/statistical skill.

For the work process “employee surveys,” business leaders value empirical/statistical evaluation of the work process to a greater degree than I-O program directors report emphasizing that skill in their graduate curriculum. For the applied usage skill, I-O program coordinators place more emphasis on organizing and presenting responses to employee surveys than business leaders report valuing that same skill. This finding is the opposite of what we expected. Although we are aware of no empirical data to support this assertion, anecdotal evidence suggested by management professionals involved in

the study indicate that the evaluation of employee survey data is one of the few activities in which empirical/statistical evaluation is used within a HR department. It is understandable that business leaders in this circumstance consider empirical/statistical evaluation to be so valuable. It is also possible that some I-O program coordinators interpret "organizing and presenting the responses" as constituting statistical evaluation in addition to presentation of the responses. Another possibility is that organizing and presenting the results is a process considered to be at a more introductory level compared to actually making recommendations for change based on the results of the survey. Thus, it may be that in a graduate training program the more basic process of organizing and presenting results receives the most focus.

I-O program directors reported less emphasis in I-O graduate programs on topics related to compensation, either in terms of appropriate usage or empirical/statistical evaluation of the effect of compensation on motivation, when compared to the value placed on these skills by business leaders. This lower emphasis on compensation is problematic because compensation is a topic of interest among business leaders. In fact, processes related to compensation showed the largest discrepancy between what business leaders value and what I-O program directors report is emphasized in their curriculum, both for applied usage and also for empirical/statistical evaluation.

Given the difference between the value business leaders place on these skills and the emphasis placed on them in I-O graduate training, graduates from an I-O program may be at a disadvantage when applying for HR positions. One implication of this research is that I-O programs may need to redesign their curricula to place a heavier focus on applied business skills, especially skills related to compensation. On the other hand, rather than altering I-O program curricula, I-O programs may need to indicate to students that their education is oriented to preparing them for positions in organizational consulting and/or academia. Another potential implication of this study is that, instead of altering the curriculum, I-O psychologists must do more advertising to educate business leaders about the value of the skills they possess.

One concern with this study is that the business leaders probably have a low level of information regarding what is required to do empirical/statistical evaluation for any of the work processes examined. They may believe that most business professionals can easily do proper evaluation. However, evaluations done without the benefit of scientific rigor are often more at the level of basic reaction criteria or are based on anecdotal information. To address this concern, the process of scientific methodology and empirical data analysis would have had to be explained within the survey or through some training of the business professionals. For logistical reasons, these additions to the study were not possible.

Another related concern with this study is the low level of information provided to the surveyed business leaders about the type of job they are supposedly hiring for. In addition, no information was given about what other qualities candidates might have. Because of this low level of information, the decisions

made by the business leaders should be considered low-involvement decisions. As a result, their ability to determine the value of certain skills as opposed to others may be less valid than in a situation where they have more knowledge of the job and job candidates they are considering. Future researchers may want to present the skills and work-process areas they investigate in the context of resumés to be evaluated for a specific job with a full job description.

Additional concerns exist with the business leader sample. Although the business leaders are generally in positions where they are expected to conduct interviews when hiring subordinates, we do not collect data on level of experience with general HR functions or the number of interviews they had conducted in the past. Finally, another limitation of the sample is that the business leaders come from local organizations, while the sample of I-O program coordinators come from a number of locations in the U.S. Future researchers may wish to collect equivalent national samples of both business leaders and I-O program coordinators.

Also for logistical reasons, the number of work processes we are able to explore is limited. Very different results may have been discovered when examining other work processes. For example, in the general area of motivation, researchers may examine work redesign and job satisfaction, areas typically studied in I-O program curricula. Future researchers may wish to examine other work processes besides those we examined and other features that distinguish I-O besides an emphasis on empirical/statistical evaluation when examining what skills business leaders value.

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PRACTICE PERSPECTIVES

Practitioner Satisfaction With SIOP

Rob Silzer, Rich Cober, Anna Erickson, Greg Robinson[1]
SIOP Professional Practice Committee

This is the first in a series of *TIP* articles reporting on the results of the Practitioner Needs Survey that was administered in first quarter of 2008 to the entire SIOP membership. The results are timely in addressing a number of widely discussed issues within SIOP. Because of the importance of the issues and the volume of significant data, the results will be presented in four articles focusing on (a) practitioner satisfaction, (b) professional development, (c) promotion of I-O psychology, and (d) licensing issues.

This article will focus on issues of practitioner satisfaction with SIOP and the benefits that practitioners want from a professional organization. More complete survey results will also be available on the SIOP Web site.

We anticipate that the survey results and these articles will bring some useful data to the discussion and to stimulate SIOP to formulate and execute an action plan that focuses on addressing practitioner professional needs and interests.

Introduction

Over the years there has been a good deal of discussion within SIOP on "science versus practice" issues. There is a history in I-O psychology of supporting science-based practice and practice-based science. In the past this has usually focused on the interaction between applied research in organizations (typically pursued by personnel research departments) and basic research in work psychology (pursued by academic researchers in university psychology departments).

There has been a growing presence of I-O psychologists in organizations. In human resource departments, I-O psychologists are taking line, staff, and internal consulting roles and are typically responsible for designing and implementing a wide range of HR initiatives and programs. In general, personnel research departments have largely disappeared or diminished in size. There also has been significant growth in external consulting opportunities for I-O psychologists. In both internal and external roles, many I-O psychology practitioners (outside of academic settings) have shifted from focusing on research activities to internal and external consulting, program development, and line HR activities.

As a result of these changes in I-O psychology careers, the science–practice balance in the field may have shifted from applied research versus basic

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research to research versus practice (nonresearch). Currently, approximately 60% of SIOP members are "practitioners" (supplied by the SIOP Administrative Office), some of whom may be involved in both research and practice activities, and the remaining 40% are in academic positions (evenly split between psychology departments and business schools). These distinctions are based on employment setting rather than actual work activities.

Current Issues

More recently some I-O psychology practitioners have suggested that their professional needs and interests are not being fully recognized or addressed by SIOP. Some signs of this are that there are currently few full-time practitioners on the SIOP Executive Committee and the overwhelming majority of SIOP awards and professional recognitions are now given to researchers and academics.

Several recent SIOP presidents, **Leaetta Hough, Jeff McHenry, Lois Tetrick,** and **Gary Latham**, and the president-elect, **Kurt Kraiger,** have expressed interest in improving SIOP support of I-O psychology practice. Some steps to address practitioner interests have been initiated, such as the SIOP Leading Edge Consortium. However, there has been little discussion about other steps that could be taken. Several officers of SIOP raised the question "What are the needs and interests of practitioners?" This survey was an effort to measure those practitioner needs and interests.

Professional Practice Committee Proposals

Beginning in June of 2007, members of the Professional Practice Committee (chaired by Rob Silzer and including 18 committee members) began discussing this question and formulating plans to address it. The Professional Practice Committee[2] then proposed two practice studies to the SIOP Executive Committee:

- Practitioner Needs Survey: to identify and evaluate the needs and interests of SIOP practitioners and what SIOP, as a professional association, can do to address them.
- Practitioner Career Study: to conduct a job/career analysis of I-O practice in order to formally document the breadth of work engaged in by I-O psychology practitioners and the competencies and experiences needed to succeed in various practitioner roles.

In the fall of 2007, the Executive Committee approved both studies. The Professional Practice Committee decided to do the two studies sequentially and to start with the Practitioner Needs Survey. It is expected that the Practitioner Career Study will be initiated in the near future.

[2] Members of the practice Committee involved in drafting the original proposals include Rob Silzer, Rich Cober, Maury Buster, Alana Cober, David Dickter, Anna Erickson, Van Latham, Greg Robinson, William Shepherd, Matt Smith, David Van Rooy, and Tom Walk.

The Practitioner Needs Survey was designed and administered in first quarter of 2008. Preliminary survey results were presented at the SIOP conference in San Francisco (Silzer & Cober, 2008). The full survey report will be posted on the SIOP Web site.

Survey Design and Administration

A core survey development team, led by Rob Silzer and Rich Cober and including Anna Erickson, Greg Robinson, **David Dickter, William Shepherd,** and **Van Latham**, worked on the development of items around a number of practice-related topics that had been identified.

Survey development was an iterative process. Survey topics were distributed among the survey team for item generation. The original draft survey went through several rounds of item review and revision by both the core development team and survey reviewers[3] who were asked to provide comments and suggestions on various survey drafts. An effort was made to develop a survey that adequately measured the key practice topics but that was not so long that respondents would not complete it. The SIOP Executive Committee approved the final survey draft in January 2008.

The final survey contained 29 items (most items contain multiple components) that provided coverage of each of the key topics. (A complete survey can be found in the final survey report that will be available on the SIOP Web site.) The Executive Committee did request that a census approach be used for survey administration. That is, individuals in all SIOP membership categories, including Members, Fellows, Associate Members, International Affiliates, and so forth (in all employment settings including academic settings) were sent the survey for completion (this included a total of 2,694 Members, Fellows, and Associates).

Survey instructions were written to clearly communicate that the intent of the survey was to measure the needs and interests of SIOP practitioners in all employment settings and at all levels of practice. All members were encouraged to complete the survey.

The SIOP Administrative office (in particular Larry Nader and Dave Nershi) provided the e-mail address list for Members, Fellows, Retired Members, Associates, and International Affiliates to Questar, SIOP's survey partner. Questar[4] provided extensive survey design, administrative, and data analytic support for the survey effort. The survey was administered by sending e-mails to all member categories asking them to log onto the Questar Web site to complete the survey. The administration window was open from February 5 through March 14, 2008. During this period, an initial invitation e-mail, two

[3] The Survey Reviewers included 35 experienced SIOP Members and Fellows, including seven SIOP presidents.

[4] Questar made a significant contribution to this survey effort. Special thanks for their expert guidance and support go to Questar staff: Anna Erickson, John Venzke, Sally Blecha, Michael Durando and Jeff Buska.

reminder e-mails and a final "survey closing" e-mail from Rob Silzer and Lois Tetrick were sent by the survey administrator.

Survey Respondents

A total of 1,005 survey recipients responded to the survey, resulting in an overall response rate of 36% for Members, Fellows, and Associates (see Table 1). Associates were more likely to respond to the survey (44%) than were Members (35%) or Fellows (31%). This may be because a higher percentage of Associate Members are likely to be full-time practitioners and as a result more interested in the survey content.

In addition there are 80 pages of write-in responses to various survey questions. This is a good indicator of the energy and commitment that respondents have to these issues.

Table 1
Responses Rates by Membership Status

Membership status	# Responding	Response rate
Fellow	73	31%
Member	764	35%
Associate Member	122	44%
International affiliates	30	17%
Retired	4	4%
Missing	12	—
Total	1,005	—
Fellows, Members & Associate members	959	36%

Not surprisingly, response rates differed by employment setting, with higher response rates for individuals employed in applied settings (33–70%) and the lowest response rate for those employed in an academic settings (22%; see Figure 1).

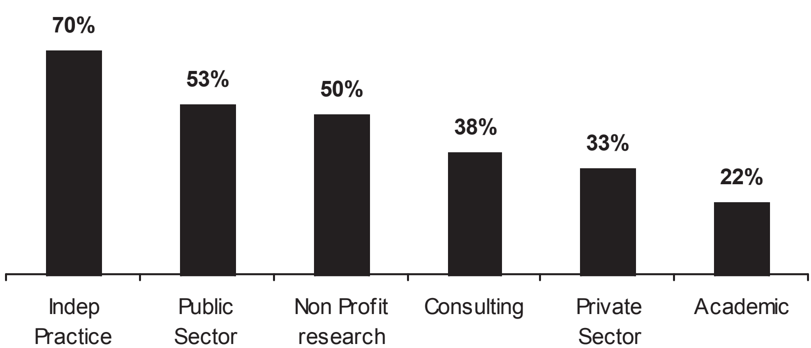


Figure 1. Response rates by employment setting

Practitioner Categories

An effort was made to distinguish different categories of I-O psychology practitioners based on the amount of work time spent on practice activities. Respondents were asked to identify the "*proportion (%) of work time devoted to being a practitioner versus educator (academic setting) versus scientist/researcher*." Respondents were free to define these categories of work activities within the broad framework that was provided. Based on their responses, four practitioner categories were identified:

- Full-time practitioners: 70% or more of work time as a practitioner
- Part-time practitioners: 21%–69% of work time as a practitioner
- Occasional practitioners: 1%–20% of work time as a practitioner (a day or less a week)
- Nonpractitioners: 0% of work time as a practitioner

Most of the survey data analyses looked at response differences across these four practitioner categories. The hypothesis was that full-time practitioners would respond differently to the survey than the other practitioner categories, and in particular the nonpractitioners (primarily researchers and educators in academic settings). Table 2 shows how different member groups were distributed across the practitioner categories.

Table 2
Membership Status Compared to Practitioner Categories

	Number of respondents			
Membership status	Full time 70% or more	Part time 21–69%	Occasionally 20% or less	Nonpractitioner 0%
Fellow	20	12	28	13
Member	474	73	148	69
Associate Member	100	11	4	7
International Affiliate	10	5	10	5
Retired			3	1
Missing	8			4
Total	612	101	193	99
Fellows, Members & Associate members	594	96	180	89

Figure 2 presents a summary of the average time spent as an educator and as a scientist/researcher for each of the four practitioner categories, in addition to time spent on practice activities. The occasional practitioners (1–20% practice activities) spend more of their additional time as an educator than a scientist/researcher whereas nonpractitioners have an opposite trend in how they spend their time.

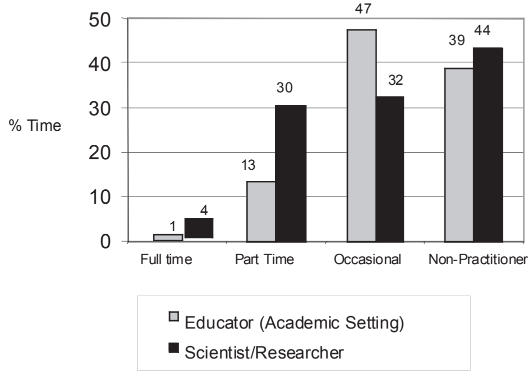


Figure 2. Average time spent in nonpractice activities.

The four practitioner categories also varied on a number of other biographical variables. For example, full-time practitioners are found almost exclusively in applied settings, whereas occasional practitioners and nonpractitioners are found primarily in academic settings. Part-time practitioners are more evenly spread across all employment settings (see Table 3).

Table 3
Percentage of Respondents in Each Employment Setting by Practitioner Category

	% of respondents			
Employment setting	Full time	Part time	Occasional	No practice
Consulting firm	36%	29%	4%	6%
Independent practice	16%	12%	1%	2%
Nonprofit organization	4%	10%	3%	6%
Private-sector business	27%	11%	2%	10%
Public-sector organization	15%	9%	2%	8%
Academic institution	1%	25%	84%	62%
Other/missing	1%	4%	4%	6%
Total	100%	100%	100%	100%

Similarly, occasional practitioners and nonpractitioners are most likely to be professor/faculty members (see Table 4). And over 50% of the full-time practitioners are either managers or executives.

Table 4
Percentage of Respondents in Each Position by Practitioner Category

	% of respondents			
Practitioner category	Full time	Part time	Occasional	No practice
Individual contributor	41%	33%	12%	27%
Supervisor	5%	8%	3%	3%
Manager, director, department head	28%	24%	16%	11%
Executive, officer	25%	17%	4%	9%
Professor/faculty	1%	18%	65%	50%
Total	100%	100%	100%	100%

Satisfaction With SIOP in Practitioner Area

Satisfaction with SIOP support for practitioner-related concerns is an important issue with practitioners and a key question in the survey. Specifically, respondents were asked, “How satisfied are you with SIOP in these practitioner areas?” Twelve practitioner topic items (see Table 5 for the 12 complete items) were developed based on input from numerous SIOP members who identify themselves as I-O psychology practitioners.

Table 5
One-Way ANOVA Results for Satisfaction With SIOP Across Practitioner Category

	ANOVA results	
Result	*F*	η^2
Efforts to make SIOP the “first choice” organization for I-O practitioners	1.78	n/a
Opportunity to elect I-O practitioners to SIOP Executive Committee positions	18.79**	0.074
Recognition of practitioners for contributions to I-O practice	15.29**	0.063
SIOP efforts in advancing and promoting I-O practice	7.78**	0.026
SIOP opportunities for professional networking (in-person or online)	4.06**	0.015
Opportunity for practitioners to influence SIOP decisions and future direction	22.78**	0.085
Recognition of practitioners for Fellow status	11.54**	0.053
SIOP leadership understanding of key practice issues	26.01**	0.092
Providing a clear vision of the future of I-O psychology and practice	6.61**	0.024
SIOP support for practice-oriented research and projects	6.44**	0.027
SIOP support for advancing your I-O practice career	10.29**	0.038
SIOP support for practitioners who want to get licensed (test prep, etc.)	2.95*	0.015

Note: $*p < .05$, $**p < .01$

Figure 3 compares the satisfaction of the four practitioner categories. The response scale was a Likert scale (5 = *strongly satisfied*, 4 = *satisfied*, 3 = *neither satisfied nor dissatisfied*, 2 = *dissatisfied*, 1 = *strongly dissatisfied*).

Full-time practitioners (70% + time) were more dissatisfied than other practitioner groups in almost all areas (see Figure 3). For 9 of the 12 items full-time practitioners expressed more dissatisfaction than satisfaction. However, even in the remaining three areas (promoting SIOP as first choice, election of practitioners, and opportunities for professional networking), 25–30% of full-time practitioners reported being dissatisfied or strongly dissatisfied.

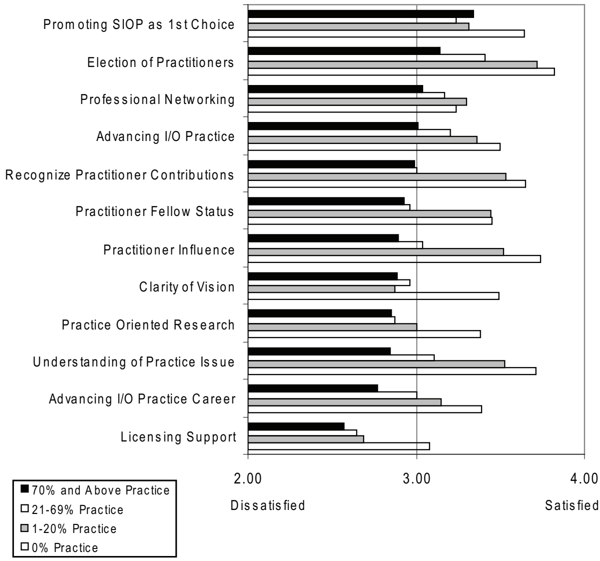


Figure 3. Average satisfaction by practitioner category (ordered by level of satisfaction for full-time practitioners).

In addition, full-time practitioners who were Members or Fellows expressed high levels of dissatisfaction (35–40 %) and low levels of satisfaction (12–30%) in five areas:

- SIOP leadership understanding of key practice issues
- SIOP support for practitioners who want to get licensed (test prep, etc.)
- SIOP support for advancing your I-O practice career
- Opportunity for practitioners to influence SIOP decisions and future direction
- Providing a clear vision of the future of I-O psychology and practice

In one area—*SIOP efforts in advancing and promoting I-O practice*—there was a more balanced split of views, with 37% of full-time practitioners (Members and Fellows) reporting being satisfied (or strongly satisfied) and another 37% reporting being dissatisfied (or strongly dissatisfied).

The one exception to these trends is that full-time practitioners (Members and Fellows) were more likely to be satisfied (48%) than dissatisfied (25%) with *efforts to make SIOP the "first choice" organization for I-O practitioners.*

To consider variance across practitioner category, one-way ANOVAs were conducted for each item (see Table 5). Generally, across almost all areas, full-time practitioner and part-time practitioner satisfaction with SIOP was found to be significantly lower than occasional practitioners and non-practitioner satisfaction. For example, the areas of greatest difference in satisfaction were:

- SIOP leadership understanding key practitioner issues
  - Full-time practitioner—% satisfied is 26%
  - Nonpractitioner—% satisfied is 66%
- Opportunity for practitioners to influence SIOP decisions and future direction
  - Full-time practitioner—% satisfied is 29%
  - Nonpractitioner—% satisfied is 63%

This suggests that full-time practitioners (almost entirely in applied settings) think that SIOP leadership does not adequately understand key practice issues and that SIOP does not provide them with enough opportunity to influence SIOP decisions and future direction. On the other hand, nonpractitioners (largely in academic settings) are more satisfied that SIOP does understand and does provide opportunity for practitioners. It seems to be a clear example of an in-group and out-group dynamic, but it is striking because the majority of SIOP members work in applied settings and not in academic environments.

Further analyses revealed that practitioners working in applied settings tend to be noticeably more dissatisfied with SIOP than individuals working in academic settings. Specifically practitioners employed in "private-sector business" tend to be the group least satisfied with opportunities for recognition and influence within the SIOP organization, whereas individuals employed in "academic institutions" tend to be the most satisfied in these areas. These group differences were most significant on the following items:

- Recognition of practitioners for Fellow status
- Recognition of practitioners for contributions to I-O practice
- Opportunity for practitioners to influence SIOP decisions and future direction
- Opportunity to elect I-O practitioners to SIOP Executive Committee positions
- SIOP leadership understanding of key practice issues

There were a range of write-in comments to the "satisfaction with SIOP" question. Here are a few examples that give cause for concern:

- "Efforts are still far too academic, which is why I participate in very little. Most of SIOP has no relation to my job or career, or even interests."
- "Recognition of practitioners as scientists."
- "SIOP is run by academics and many of them don't have a clue about the real practice of I-O psychology 'in the trenches.'"
- "SIOP should consider making criteria for Fellowship status more transparent."
- "What SIOP needs to do is provide a clear vision for the future of I-O psychology with respect to the blended nature of our discipline (science and practice)."

These results suggest that those individuals who spend a larger share of their professional time in the practice of I-O psychology, as opposed to teaching it or in research activities, are consistently less satisfied with SIOP support than those who spend most of their time in other activities. The differences in satisfaction are very clear.

Organizational Membership and Benefits

Most respondents reported belonging to one or more professional organization, in addition to SIOP. Nearly three quarters of respondents in all practitioner categories said they belong to the American Psychological Association (APA). See Figure 4 for memberships in professional organizations by practitioner category.

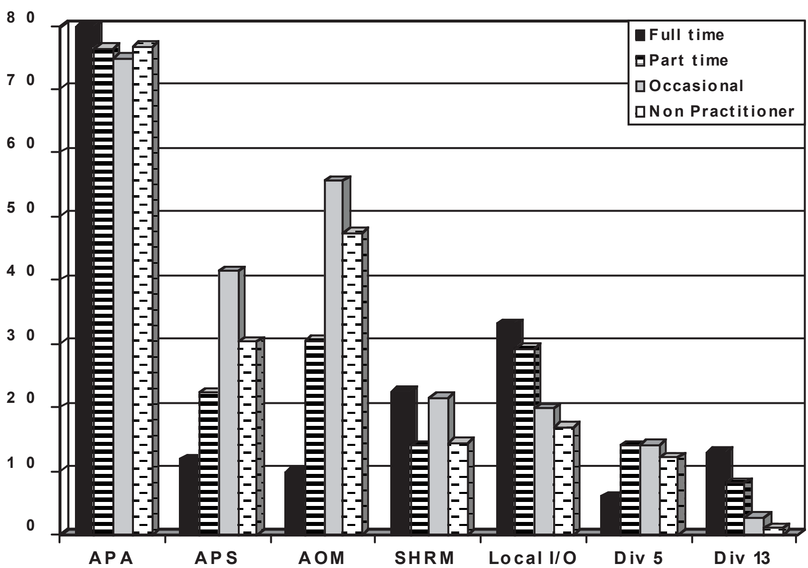


Figure 4. Organizational membership by practitioner category (% of respondents).

Differences between practitioner categories (see Table 6) were examined using one-way ANOVA followed by post-hoc Tukey's HSD tests. Nonpractitioners and occasional practitioners were more likely to belong to the Academy of Management (AOM) and Association for Psychological Science (APS), whereas full-time practitioners and part-time practitioners were more likely to belong to APA Division 13 (Society of Consulting Psychology) and local I-O professional groups (e.g., New York Metropolitan Applied Psychology Association).

Table 6
Organizational Membership by Practitioner Category

Organization	Practitioner category				
	Full time 70%+	Part time 21–69%	Occas. 1–20%	No practice 0%	*F*-Value
American Psychological Association (APA)	77.9%	75.2%	72.5%	74.7%	0.87
Local I-O professional groups (Metro, PTC, etc)	31.5%	28.7%	19.7%	15.2%	6.29**
Society for Human Resource Management (SHRM)	23.0%	13.9%	20.2%	14.1%	2.52
APA Division 13, Consulting Psychology	11.3%	7.9%	2.6%	1.0%	7.61**
Association for Psychological Science (APS)	10.5%	19.8%	39.4%	26.3%	31.26**
American Society for Training and Development (ASTD)	10.3%	5.9%	5.7%	6.1%	2.02
Academy of Management (AOM)	8.7%	27.7%	51.8%	43.4%	77.81**
OD Network	8.2%	5.9%	3.6%	0.0%	4.27**
Other (please specify):	7.2%	15.8%	14.0%	13.1%	4.63**
Human Resource Planning Society (HRPS)	6.7%	5.0%	2.1%	1.0%	3.48*
APA - Division 5, Evaluation, Measurement, and Statistics	5.2%	12.9%	13.5%	10.1%	6.07**
International Public Mgmt Assoc.- HR Assessment Council (IPMAAC)	5.2%	5.0%	1.6%	2.0%	2.11
World at Work	2.3%	2.0%	2.1%	0.0%	0.76
International Association of Applied Psychology (IAAP)	2.0%	5.9%	7.8%	4.0%	5.30**
APA Division 19, Military Psychology	1.8%	7.9%	4.7%	4.0%	4.30**
Society of Psychologists in Management (SPIM)	1.6%	1.0%	1.0%	0.0%	0.67
European Association of Work & Organizational Psychology (EAWOP)	0.8%	4.0%	3.6%	2.0%	3.26*
American Compensation Association	0.3%	0.0%	0.0%	0.0%	0.43

Note: Differences between practice level groups were tested using one-way ANOVA and Tukey's HSD.
$^{*}p < .05$, $^{**}p < .01$.

Respondents were also asked to identify other professional organizations to which they belong. There is quite a long list of other organizations mentioned by respondents—approximately 80+ different organizations and another 15 APA Divisions. However very few organizations were identified by more than one respondent, and none was identified by more than five respondents. This shows that beyond the list of organizations provided in the survey (see Table 6), SIOP members have wide-ranging professional interests.

Participants were also asked an open-ended question: "*What are the primary benefits that you want from belonging to a professional organization?*" The most common response focused on "professional networking and sharing best practices," mentioned by nearly one third of all respondents as a desired organizational benefit (see Table 7).

Table 7
Primary Benefits of Organizational Membership

	% of respondents		
Benefits	Full time 70%+	Part time 21–69%	Occas./No practice 20% or less
Networking, sharing	31.4%	33.3%	22.4%
Learning, education, professional development	23.9%	17.5%	20.9%
Access to information, best practices/research	21.5%	22.8%	26.9%
Reputation, influence of organization	4.3%	14.0%	10.4%
Professional personal recognition, status	3.7%	5.3%	1.5%
Career support & job search	3.4%	1.8%	
Conferences	3.4%	5.3%	7.5%
Community	3.2%	—	1.5%
Opportunity to present and participate	2.6%	—	6.0%
Work, business development opportunity	2.2%	—	

Another commonly mentioned benefit was "learning, education and professional development," followed by "access to information, such as journals, best practices, etc." Full-time practitioners were more likely to mention "learning, education, and professional development" than other practitioner categories, and occasional practitioners and nonpractitioners were more likely to mention "access to information." Actually these seem to be similar organizational benefits, just tailored somewhat to different professional and academic needs.

"Organizational reputation and influence of the organization" was most likely to be mentioned by part-time practitioners and included responses such as "advocacy of the profession"; "branding"; "central voice"; "quality standards"; "state-of-art I-O practice, credibility, and respect"; and "public awareness of the field." Occasional and nonpractitioners were most likely to mention "conferences" and "opportunities to present and participate" as a primary benefit of belonging to a professional organization.

Conclusions

The results of the Practitioner Needs Survey regarding satisfaction with SIOP and desired organizational benefits are clear:

- I-O psychology practitioners are dissatisfied with how well SIOP is meeting many of their professional needs, particularly in the areas of:
  - SIOP leadership understanding of key practice issues
  - Opportunity for practitioners to influence SIOP decisions and future direction
  - Providing a clear vision of the future of I-O psychology and practice
  - SIOP support for practitioners who want to get licensed (test prep, etc.)
  - SIOP support for advancing your I-O practice career
- Full-time practitioner views on how well SIOP is meeting their needs differ significantly from the views of nonpractitioners and occasional practitioners
- Full-time practitioners, when compared to occasional and nonpractitioners, are more likely to be members of local I-O professional groups and APA Division 13 (Society of Consulting Psychology) and much less likely to be members of Academy of Management (AOM) and Association for Psychological Science (APS)
- Respondents in all practitioner categories cite the following as the primary benefits from belonging to a professional organization:
  - Professional networking, sharing
  - Learning, education, professional development
  - Access to information, best practices/research

Recommendations

Based on these results we, the Core Survey Development Team, are making the following recommendations to SIOP, the SIOP Executive Committee, and SIOP committee chairs. They are organized around four key areas: representation, understanding and valuing I-O psychology, engagement, and influence.

Our recommendations:

1. ***Representation***: Ensure that practitioners are fully represented in all aspects of SIOP

   (a) Create several Executive Committee seats exclusively for practitioner representatives to ensure that practice views are always fully represented. Work toward making the SIOP leadership and Executive Committee membership fully reflective of practitioner membership in SIOP.

   (b) Promote practitioner representation on all SIOP committees, EC task forces, SIOP Foundation Board, and so forth.

2. ***Understanding and valuing practice contributions:*** Identify and recognize the contributions of I-O practice and practitioners to the field of I-O psychology

(a) Develop standards and guidelines for valuing the professional contributions of I-O practitioners.

(b) Take steps to communicate these standards and guidelines to SIOP membership and encourage SIOP leadership to better understand practice issues.

(c) Identify outstanding professional contributions by I-O practitioners to the profession and outstanding I-O practitioners. Consider their contributions in advancements in programs, organizational initiatives, implementation efforts, contributions to business, leadership on HR issues, and so on.

(d) Promote the contributions of I-O practice and practitioners for awards and professional recognitions given by SIOP and the SIOP Foundation and consider adding new awards and recognitions that fully recognize these achievements.

(e) Make the SIOP Fellow requirements transparent to SIOP membership and develop a set of professional contribution standards appropriate to practice that allow full opportunity for practitioners to gain Fellow recognition.

3. ***Engagement:*** Involve practitioners more fully in SIOP and address their professional satisfaction and engagement needs

(a) Involve I-O practitioners as reference points and advisors on all SIOP issues. Set up advisory groups of different practitioner groups who represent external consultants, internal HR staff and consultants, applied researchers in organizations, and HR managers/executives.

(b) Leverage I-O practitioners who are seen as "strategic leaders" in their own organizations and fields to get their advice on what SIOP can do to increase SIOP relevance and to further engage I-O practitioners, and then act on their advice.

(c) Improve practitioner-focused communications. Provide a practitioner newsletter or journal that might include summaries of advancements in practice and relevant research.

(d) Take steps to improve the organizational benefits that members value in the areas of professional networking, professional development, and access to best practices and relevant research.

(e) Actively pursue, engage, and recruit I-O psychologists who are not SIOP members.

(f) At the same time I-O psychology practitioners have to be willing to get more involved in SIOP and volunteer more of their time to professional activities.

4. ***Influence:*** Give practitioners opportunities to influence SIOP decisions and future direction

(a) Allow practitioners to have equal voice and influence in SIOP on key decisions and on the future direction of SIOP.

(b) Implement a Future Vision Initiative in SIOP that conceptualizes the desired future for I-O psychology and practice, and then execute an action plan to achieve that future with the full involvement of practitioners.

There are a number of current trends in our profession that could significantly change the profession of I-O psychology, such as:

- I-O practitioner dissatisfaction with SIOP support and the perception that SIOP leadership does not support I-O practice.
- The lack of SIOP leadership understanding and support for I-O practice.
- The movement of I-O psychology professors to business schools and the emergence of PsyD and applied practice programs in I-O psychology.
- The proliferation of master's degree programs in I-O psychology.
- The proliferation of other professions and consultants who are doing work in the area of I-O psychology.
- The move by APA to license and control the profession of psychology.

These trends, if ignored, have the potential to significantly change the I-O psychology profession and, in some views, seriously damage the profession. It is important that SIOP and the Executive Committee step up to these challenges, formulate a comprehensive plan, and take action to define the future of I-O psychology and to proactively address and influence these trends. If we do not shape our own future then someone else will.

Next Steps

There are some immediate steps that the SIOP Executive Committee could take to pursue these recommendations:

- Develop specific goals for implementing these recommendations in the four areas of representation, understanding and valuing I-O practice, engagement, and influence. Also include goals for other critical practitioner areas such as professional development, promotion of I-O psychology and practice, and licensing (see the full survey report and the next *TIP* articles in this column.)
- Form a highly visible Strategic Practice Group that will outline a clear, timely, and actionable strategic plan for practice that will accomplish these goals.
- Publish the Strategic Practice Plan for the SIOP membership to comment on, in order to create a psychological contract and commitment with the I-O practitioner community.

- Most importantly, take action on the Strategic Practice Plan and engage SIOP committees in accomplishing the stated goals.
- Provide monthly/quarterly updates to keep the SIOP membership informed on progress against the Strategic Practice Plan.
- Take action on the Practitioner Career Study, which has already been approved by the Executive Committee.

The authors are committed to completing the data analyses on the survey results and reporting those results in several *TIP* articles and a final survey report, which will be made available on the SIOP Web site. Future *TIP* articles in this column will focus on Practitioner Needs Survey results and recommendations for professional development, promoting I-O psychology and practice, and professional licensing/certification.

We encourage *TIP* readers and SIOP members to write to us, the SIOP president/leadership/Executive Committee, and *TIP* with their thoughts and suggestions on these SIOP issues. This is an area that should involve all SIOP members in order for SIOP to achieve greater organizational success in the future and for the profession, both the science and the practice, of industrial-organizational psychology to gain increasing influence in the world.

And one final thought. We hope that the SIOP leadership will take these I-O psychology practice recommendations seriously. We strongly suggest that the SIOP Executive Committee follow the advice of one of the survey respondents:

"Pay attention to the results of this survey!!!"
"Take the information and do something NOW!"
"Don't discuss it to death."

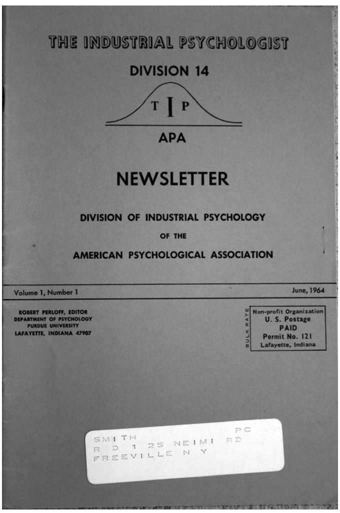
Reference

Silzer, Rob S., & Richard T. Cober. (2008, April). *Practitioner Needs Survey: 2008 Results Overview.* Presentation at the 23rd Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco, CA.

THE HISTORY CORNER

The First *TIP*

Scott Highhouse*
Bowling Green State University



One of my primary objectives as SIOP historian was to make all previous issues of *TIP* available to anyone who is interested in studying the history of I-O psychology. Examining the OhioLINK database, a consortium of Ohio college and university libraries, revealed library holdings for *TIP* were spotty at best. I felt, therefore, that it was critical we preserve this important historical record and make it widely available for research. At the beginning of this endeavor, I met with Dave Nershi and Lori Peake at the SIOP headquarters in Bowling Green, Ohio. I was delighted to find that they held what appeared to be an almost complete collection of *TIP*s—dating back to June 1964. I say "almost complete" because there appeared to be one missing issue: Volume 10, #3 (1973). When I discovered that this issue was also missing from the BGSU psychology collection donated by Pat Smith, **Bob Guion,** and **George Thornton III**, I sent an e-mail to all SIOP Fellows in hopes of tracking it down. **José Cortina** informed me that he was only 5-years old in 1973 and had not yet begun a subscription to *TIP*. **Chuck Lance** suggested that this might just be the 1909-S VDB penny of *TIP*s (I think I know what he meant). **Paul Thayer** and **Leaetta Hough** both suggested that I might consider the possibility that there never was a #3 in 1973. I finally gave up my search when Lizette Royer, research assistant of the Archives of the History of American Psychology (Akron, Ohio), was unable to locate it.

To date, my research assistant **Kevin Nolan** has tirelessly scanned and archived *TIP*s and is near completion of the first 30 years (SIOP already has digital copies beginning in 1995). Each issue will be in PDF format and will have a searchable table of contents. The PDF files will be available via a link

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on the SIOP Web site. The good folks at SIOP headquarters will work on making these available within the next couple of months.

The first *TIP* was published in June 1964. The editor, Robert Perloff, noted that one guiding principle was that the "newsletter" not be in competition with technical publications. Instead, the purpose was to express "problems and aims of industrial psychologists in their roles professionally as psychologists" (p. 4). In the **President's Message**, S. Rains Wallace commented that the newsletter was a long-needed mechanism for the exchange of problems industrial psychologists face as professionals and scientists. Perloff noted that Division 14 members have historically done less of this type of social exchange, relative to other APA divisions.

The first *TIP* included the proceedings of the Executive Committee Meeting (January 17–18, 1964), showing that Division 14 was concerned with these still familiar issues:

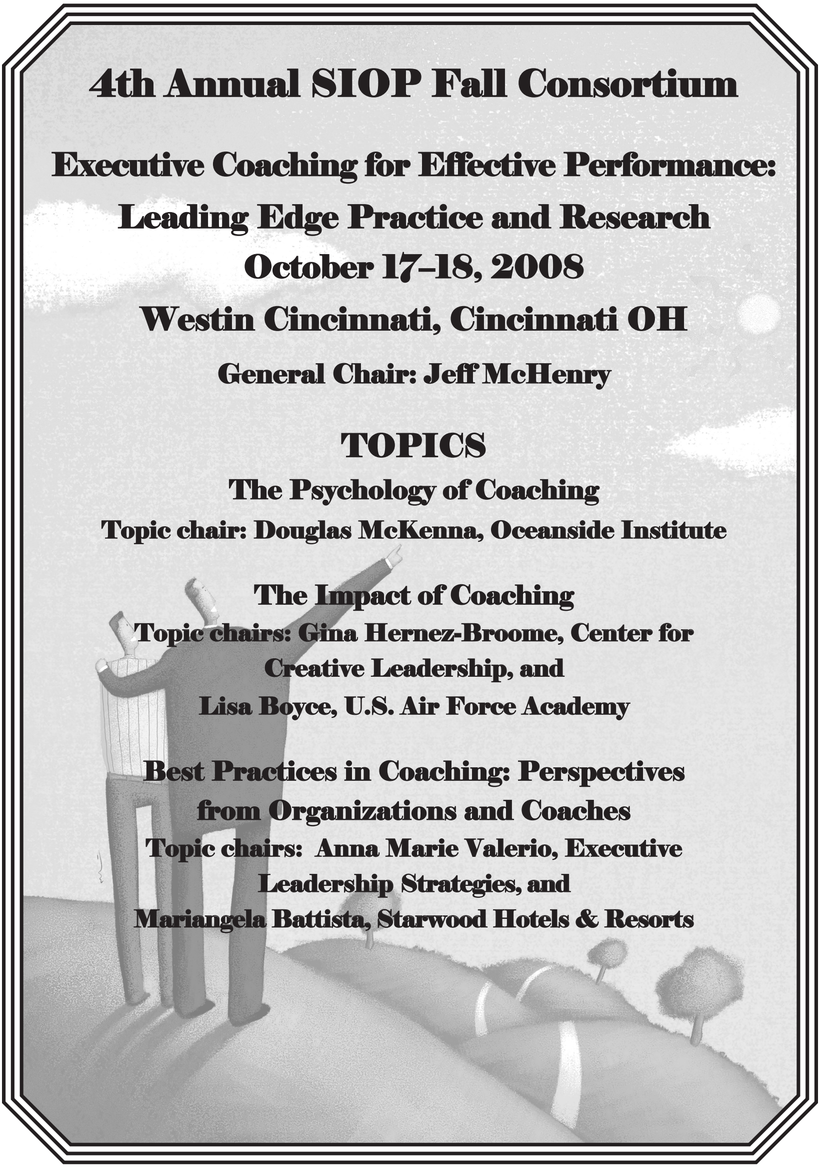
- Licensing traveling consultants
- Proper training of industrial psychologists
- Communicating to management the meaning of a degree in industrial psychology
- Movement of academics away from psychology departments to business schools

Scanning the contents of the first *TIP* also reveals increasing interest in equal employment opportunities, use of sensitivity training/t-groups, "electronic computers" in psychology, and creativity. Announcements included the following:

- Establishment of the James McKeen Cattell Award for applying basic science to business problems
- Eleventh Bingham Memorial Lecture by Norman Mackworth of Harvard
- XVth International Congress of Applied Psychology with American participants Morris Viteles, Stanley Seashore, Donald Super, and others
- Iowa State University to offer PhD in industrial psychology
- LIAMA Research Planning Conference

Mortimer Feinberg of the Baruch School summarized a study conducted on biographical predictors of job success of newsboys. Daniel Glasner of Eli Lilly and Company contributed an essay on the advantages and disadvantages of the internal (vs. external) consulting role. This first issue of *TIP* came in at a mere 14 pages—a far cry from the 220 pager published in January 2006.

I hope this has whetted your appetite to delve into old issues of *TIP* and to learn how our field has evolved and/or remained constant over the last 40 years. I am grateful to everyone who has contributed to the *TIP* history project. And, by god, please let me know if you know the story of Volume 10, #3!


4th Annual SIOP Fall Consortium
Executive Coaching for Effective Performance:
Leading Edge Practice and Research
October 17–18, 2008
Westin Cincinnati, Cincinnati OH
General Chair: Jeff McHenry
TOPICS
The Psychology of Coaching
Topic chair: Douglas McKenna, Oceanside Institute
The Impact of Coaching
Topic chairs: Gina Hernez-Broome, Center for Creative Leadership, and
Lisa Boyce, U.S. Air Force Academy
Best Practices in Coaching: Perspectives from Organizations and Coaches
Topic chairs: Anna Marie Valerio, Executive Leadership Strategies, and
Mariangela Battista, Starwood Hotels & Resorts

Lori Foster Thompson[1]
North Carolina State University

Hola *TIP* readers, and welcome to the July 2008 issue of the **Spotlight** column. By now, SIOP 2008 in San Francisco has come and gone, leaving behind fond memories of conference sessions, coffee breaks, cable cars, and California cuisine. Are you among the SIOP members whose “key learnings” included the acute realization that beautiful weather and world-famous wine are critical to your professional development? If so, this article is for you! This issue shines the spotlight on Spain, which just happens to be the site of the 14th European Association of Work and Organizational Psychology (EAWOP) conference scheduled for May 2009. Authored by **José Peiró**, chair of the EAWOP 2009 program committee, this column provides an overview of work and organizational psychology in Spain and concludes with an invitation to visit Santiago de Compostela during the upcoming EAWOP conference.

Work and Organizational Psychology in Spain: Bonding and Bridging Social Capital Within the W&O Psychology Community

José M. Peiró[2]
University of Valencia

During the last 4 decades of the 20th century, Spain has transitioned to a democratic country and a modern society with important developments in economic, social, political, educational, and other domains. Spain became a member of the Economic European Community (currently the European Union) in 1986, and since then it has played a significant role in the development of Europe. The Spanish economy has experienced important developments, and companies have modernized, becoming more competitive in an increasingly global context. Meanwhile, the Spanish workforce has tremendously increased its human capital. Nowadays, about 40% of every cohort reaches university studies, with a large part of the active population well qualified for employment. Employer associations and unions

[1] As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

[2] Contact: Jose.M.Peiro@uv.es. Prof. José M. Peiró has been president of EAWOP (1995–1997) and is currently President of the International Association of Applied Psychology’s Organizational Psychology Division (Division 1).

play a critical role as social agents in a climate of social dialogue and "concertation." On several occasions during the last few decades, these important social players have worked with the government, through tripartite negotiation and dialogue, to reach agreements on core issues that have contributed to Spain's economic and social development. All of these changes have implications for I-O psychology, known as work and organizational (W&O) psychology in Spain.

Psychology in the Country of Spain

A clear understanding of W&O psychology in Spain requires some information about the broader discipline of psychology in this corner of the world. Psychology as an academic discipline, as a science, and as a profession has experienced tremendous developments in our country during the last 4 decades of the 20th century. It has achieved important visibility and recognition in the European and broader international scene. In 1968, graduate studies of psychology were established by law at the Complutense University of Madrid and at the University of Barcelona. These studies quickly spread, and today psychology (at a graduate and postgraduate level) is taught in about half of the 70 universities (approximately two thirds of which are public).

Nowadays, the university education system in Spain is undergoing important transformations, which are driven by the Bologna agreement (1999). This agreement set the strategic goal of achieving a more integrated higher education European system, which should be fully put in place by 2010. The goals driving this deep reform of the higher education systems in European countries include a common structure of university studies, a higher mobility of students and staff across countries, the quality enhancement of universities, and more transparent information about the diplomas granted. During the last decade, the Spanish Psychological Association (Colegio Oficial de Psicólogos, COP) has been involved, within the context of the European Federation of Psychology Associations, in the development of a European Certificate of Psychology. This certificate is intended to establish a quality benchmark of education and practice in psychology, thereby protecting the public and improving mobility for psychologists between countries in Europe (http://www.europsy.eu.com/).

In the professional arena, Spanish psychologists are associated with regional Colegios Oficiales de Psicólogos (COP), which are semi-public organizations created by the parliament law in 1980 to protect the profession. Today, there are 23 Colegios (generally one per autonomous region of Spain), and all of them are integrated in the General Council of COPs (www.cop.es). These Colegios integrate 46,413 psychologists working in different specialties and fields of practice.

The Development of Work and Organizational Psychology in Spain

The discipline of W&O psychology in Spain has a long tradition. One important antecedent was the contribution made during the 16th century by

Huarte de San Juan who in his work *Examen de Ingenios para las Ciencias* [*Examination of Talents for Sciences*] developed a differential psychology for career and vocational guidance. W&O psychology officially began in Spain during the first decades of the 20th century and was concentrated in the areas where industrialization was taking place (e.g., Madrid, Barcelona). Two Institutes of Vocational and Professional Guidance were created, one in Madrid under the leadership of Cesar de Madariaga and José Germain and the other in Barcelona, led by Emilio Mira y Lopez. In 1921 and 1930 the International Congress of Psychotechnics was held in Spain, demonstrating that the discipline and professional activity were established and internationally acknowledged. All of these developments, however, were truncated by the Spanish Civil War (1936–1939). During the 1950s and 1960s, a progressive recovery of scientific psychology took place. In 1952, the Spanish Society of Psychology was founded and the Revista de Psicología General y Aplicada was launched by this Society. One year later, the creation of a postgraduate school of psychology in Madrid and Barcelona enabled the training of clinical, educational, and industrial psychologists who had obtained their bachelor's degrees in other disciplines. In 1968, the bachelor's degree (licenciatura) in psychology, as a university diploma, was created by the Ministry of Education; it was awarded after 5 years of study. Importantly, several W&O psychology courses were included in the curriculum.

Education and Training

Nowadays, W&O psychology is taught at undergraduate and/or postgraduate levels in about 35 Spanish universities. It is also included in the curriculum of other university diplomas such as Business Administration and Industrial/Labor Relations. Currently there are more than 70 tenured professors or associate professors of W&O psychology in the universities. Moreover, research groups have been created and developed in more than 20 psychology departments at the most important Spanish universities. Recently a research institute, Institute of Organizational and Personnel Development and Quality of Working Life, was established at the University of Valencia with about 35 full-time researchers and about 15 PhD students.

W&O psychology is taught in graduate and/or specialized postgraduate programs at about 35 universities as well. Opportunities for doctoral studies are available in universities such as the Complutense and the Autonomous Universities of Madrid, the University of Barcelona, the Autonomous University of Barcelona, and the universities of Valencia, Sevilla, Santiago, Salamanca, La Laguna, Granada, and Universitat Jaume I (UJI) among others. Spain also participates in the international training of W&O psychologists. Currently, a consortium of five European universities from four different countries (Barcelona and Valencia from Spain, Bologna from Italy, Paris V from France, and Coimbra from Portugal) are running an International Master's Program on W&O

psychology granted by the European Union as a Master Erasmus Mundus (www.uv.es/erasmuswop). It should be noted that about 20 non-European students and about 4 scholars are accepted every year into this program.

Beyond the university degree, important education and training activities for continuous professional development are also available. Such opportunities are offered by the Colegio Oficial de Psicólogos in every region and also by a number of psychology departments at the universities.

Even today, the Spanish continue to play a key role in the establishment of education and training guidelines for W&O psychologists. Some Spanish professors have taken an active part in the development of the ENOP reference model and minimal standards for the European curriculum in W&O psychology (www.ucm.es/info/Psyap/enop/). This frame of reference has been widely adopted by Spanish universities to design postgraduate curricula in W&O psychology. More recently, two Spanish professors have also participated in the European Association of Work and Organizational Psychology (EAWOP) Taskforce to develop the standards for a European Advanced Certificate of Work and Organizational Psychology, recently submitted to the EAWOP executive committee.

Research and Publications

During the last 2 decades, an important increase of research activities and outcomes has taken place, with several indicators suggesting advancement in knowledge production. In particular, the number of PhD dissertations, the articles published in scientific international journals, the number of projects founded by national and European research agencies, and also the number of contracts between research groups and industry or other organizations indicate clear positive progress and quite an important increase.

W&O research in Spain is published in a number of scientific and professional journals. In 1985, the COP created the *Revista de Psicología del Trabajo y de las Organizaciones* and also other more general journals (which include but are not limited to W&O psychology articles) such as *Psicothema, Apuntes de Psicología* or *Psychology in Spain*—a free access electronic journal that offers in English a select set of papers published in the Spanish journals (www.psychologyinspain.com/). Other scientific journals that include W&O psychology articles are published by Spanish scientific associations and by several universities. Among them are the *Revista de Psicología Social Aplicada, Revista de Psicología Social, Revista de Psicología General y Aplicada*, and *Ansiedad y Estrés*. Recently, a special issue on W&O psychology research carried out in Spanish universities was published in an outlet called *Papeles del Psicólogo* (www.papelesdelpsicologo.es/).

Various journals, and also books published in Spanish, are widely distributed in Iberoamerican[3] countries. Furthermore, the Spanish COP offers an

[3] Iberoamerica is a term used to refer to the cultural community of countries in the Americas that were formerly colonies of Spain or Portugal.

electronic index of psychological research—PSICODOC—covering most of the psychological literature published in Spanish (http://psicodoc.copmadrid.org/psicodoc.htm). Finally, the Ministry of Education produces a citation database for social science journals published also in the Spanish language—INRECS (http://ec3.ugr.es/in-recs/).

Professional Practice

Professional practice is well established all over Spain. Currently, more than 1,500 psychologists work in companies, mainly in HRM departments or as consultants in organizational or HRM consultancy firms. W&O psychology has widely expanded, with W&O psychologists specializing in a variety of domains including marketing, town and region development, occupational health, management, and so on. The work of these professionals has spread out from industry to service organizations and from private to public organizations and administration. W&O practitioners also serve in many other types of organizations such as social economy (e.g., cooperatives), the military, and nonprofit organizations and foundations. Moreover, a number of practitioners work in the public employment services, as well as in private temporary employment agencies, unions, and employer associations.

Organizations and Congresses

Just as I-O psychology in the U.S. is guided by organizations such as APA, APS, and SIOP, W&O psychology in Spain is organized within the Colegio Oficial de Psicólogos (COP) and has a coordination board at the national council of COPs. The COP is a founding constituent member of EAWOP (www.eawop.org) and has also been very actively represented in other international associations such as the International Association of Applied Psychology (http://www.iaapsy.org/division1).

Congresses (i.e., conferences) provide an important avenue for Spanish W&O psychologists to meet, network, and share knowledge. COP has been active in promoting national W&O psychology congresses in Spain. In several instances, congresses have been organized in cooperation with Iberoamerican associations of psychology. In addition, university departments of social psychology organize biannually the National Congress of Social Psychology, which is very well attended by W&O psychologists (a significant part of the program is devoted to W&O topics).

Altogether, Spanish W&O psychologists have been known to take an active part in international congresses, not the least of which is the European Congress of Work and Organizational Psychology organized by EAWOP. In fact, the 6th EAWOP congress was held in Alicante (Spain) in 1993, and in 2009 the 14th congress will be held in Santiago de Compostela (www.eawop2009.org). The Iberoamerican Congress of Psychology is also organized every 2 years by the Iberoamerican Federation of Psychology

Associations. The next one will take place in Lima in July of 2008 (http://www.congresofiapperu.com/). Finally, the International Congress of Applied Psychology is also well attended by Spanish W&O psychologists, especially since 1994 when it was held in Madrid.

Summary and Invitation

In sum, during the recent decades, W&O psychology in Spain has experienced important developments in research, education, and professional practice. These developments are leading to a more intense collaboration with colleagues from other European countries, from Iberoamerica, and from many other parts of the world. Fortunately, this trend toward international exposure and collaboration shows no sign of abating. As indicated above, the 14th European Congress of Work and Organizational Psychology will be held in Santiago de Compostela in May of 2009. This is a great opportunity to meet colleagues not only from Europe but from all over the world. The Spanish W&O psychologists warmly invite *TIP* readers to come and profit from this very promising scientific, professional, and academic but also social and cultural event. We look forward to meeting you there.

Concluding Editorial

So there you have it, everything you need to know about W&O psychology in Spain, should your developmental goals necessitate a trip to this land famous for its exquisite food, wine, weather, and culture. And, what better time to visit than during the EAWOP conference, which has a reputation for offering world-class opportunities to exchange ideas and network with international colleagues from around the globe? Guidelines for submitting abstracts and registering for EAWOP 2009 are provided at http://www.eawop2009.org/. The deadline for abstract submissions is **October 3, 2008**.

How Can I-O Psychology Assist With the Management of Natural Disasters and Climate Change?

Stuart Carr
Massey University

Here we speak with a globally prominent I-O psychologist breaking new ground into an unfortunately burgeoning global concern.

From his base at the University of Tasmania in Australia, Professor Douglas Paton has worked with colleagues at the National Center for Disaster Psychology and Terrorism (Stanford University) to develop multi-agency and interdisciplinary aspects of disaster response management policy for terror events. In 2004 he was a member of a U.S. General Accountability Office (Washington, DC) working party developing national standards for human resource aspects of disaster business continuity planning. In 2005, he was the Australian delegate to the UNESCO Education for Natural Disaster Preparedness in the Asia-Pacific Program. In 2006, he served on the Defence Science and Technology Organisation task force convened to develop a strategy to develop resilience to natural and terror hazards in Australia. He has been a member of the working party operating under NATO auspices (chaired by Professor Frank Furedi) to develop a European strategy to develop hazard (natural and terror) resilient communities and response organizations. Douglas currently works with the U.S. General Accountability Office on guidelines for disaster resilience in public-sector organizations and with colleagues from the U.S. National Tsunami Program and Emergency Management Australia to develop community preparedness for tsunami hazards across the Pacific. He is an Honorary Research Fellow to the Joint (Geological/Psychological) Disaster Research Centre in Massey University, New Zealand.

(1) Tell us a little about your own background and the center.

I work at the interface between I-O and community psychology. Our discipline and profession has a resource of theory for understanding and predicting behaviour in complex multilevel organizations, which can be readily applied to community groups and individuals under duress. My work applies in particular the trust and empowerment literature to building resilience in high-risk emergency and helping professions. I am concerned especially with global issues of climate change, natural disasters, wars, and forced migration. I help to develop stress-resilience training and maintenance in the face of such otherwise overwhelming extreme events. My work also focuses on the

communities these workers serve and the risks that they face. We are currently working, for example, to identify predictors of adaptability among the general population, especially toward accelerating global climate change and the disasters this will bring. Most of my work with policy bodies has in fact been focused on climate change, and how I-O psychology can inform policy development, through an evidence-based and interdisciplinary dialogue.

(2) Does the psychology of work play a role in these activities?

Yes, and very much so. Early work involved using schema theory to understand how disaster and traumatic events increased stress risk in search-and-rescue and emergency services professions. This work led to the development and testing of training programs, designed for officers working in disaster zones. That phase in turn led to developing a research program on occupational traumatic stress and its management. Such work highlighted the need for models to integrate person, team, and organizational processes. Our current work uses the empowerment literature to develop such a model. The model is being tested with fire service, with police, and with prison-officer populations. Developing a sustained adaptive or resilient capacity in fire and police officers is important in the context of growing fears about civilian attacks and climate change. In Australia, climate change is forecast to increase the frequency and intensity of wildfire events. Responding effectively to such events calls for flexible and different approaches to organizing and managing. Because disasters entail prolonged exposure to high risk, it is essential to help officers to operate in high-stress work environments for prolonged periods. In a nutshell, the theory and evidence indicate we need to move from current, essentially autocratic, risk-management processes to more engagement/participative-based processes, if effective community change is to be pursued.

(3) How prominent is I-O psychology in your field?

There are some I-O-trained people working in this area, but nowhere near enough to meet demand. Although I-O generally has a strong representation within the organizational community, it does not have a strong presence in the important strategic areas of disaster readiness, response, and recovery planning. In business continuity planning and risk management, which come closest to the major disaster planning, there is scope for probing the impact of major disasters on businesses and their staff. For example, research following 9/11 found that some 50% of businesses that had not considered the impact of major catastrophic events on them and their staff folded within 12 months. The foundations are present in risk management and well-being research, but we need to expand our horizons to accommodate the implications of hazard events that exceed by a considerable margin the capacity of systems to respond. Because disasters are sometimes slow onset, many of our stock-in-trade theories and techniques, from job specification and selection to training needs analysis, can be applied directly to helping build capacity to cope once the disaster-in-waiting actually happens.

(4) Could it be more so?

Most work is in the area of decision making. I-Os working in stress are well suited to expanding their research into this area. There is also significant scope for those researching innovation and strategic planning. Work on disaster readiness and response also represents some new challenges for those interested in training, training needs analysis, and organizational development. When dealing with complex, rapidly escalating events, the roles, competencies, practices, procedures, and organizational structures that prevail under normal circumstances are rendered inappropriate by the loss of usual systems as well as the utilities, infrastructure, and societal mechanisms that normally govern social and organizational life. The complexity of disaster response planning also calls for a more integrated I-O response. No one area within the discipline has all the answers, and the development of intra- and interdisciplinary research teams will be essential if progress is to be made. The development of research programs in this area can have other benefits. Large scale disasters can provide a natural laboratory in which all components of business life are stretched simultaneously and over a relatively short period of time. With a well-organized research program in place, the event can provide an "opportunity" to examine many aspects of organizational functioning.

(5) From your perspective, and with your experience, how could the profession help, do you think?

We can help by expanding the scope of its policy advocacy and to be more active in promoting long-term, strategic thinking in organizations. Although I-O psychology is well represented in the organizational community, large-scale disasters and the consequences of climate change are a reality for our future. Even if the frequency and intensity of hazards remain unchanged, continuing infrastructure and business development in at-risk areas increases the potential losses that can be incurred if organizations are unprepared for potentially catastrophic events. Growing community reliance on these organizations for their social and economic well-being means that ill-prepared organizations can have significant knock-on effects for communities. A well-prepared society is one that calls for the integrated readiness of organizations and communities in ways that accommodate their interdependence. If I-O is to apply its extensive expertise in this area it needs to be more active in lobbying key policy-making bodies. My own work with, for example, the General Accountability Office, NATO, and UNESCO, demonstrates that such bodies value I-O input and are receptive to the insights that they can bring to the policy-making table. Even more important, I-O psychology brings with it the expertise to convert a substantial body of theoretically rigorous, empirical research into practices that will increase organizational and community capacity to respond to, cope with, adapt to, and even develop from their encounters with the natural and climate change hazards. These are set to be ever-present demands on the organizational horizon, and we can and must respond to them.

Thank you so much for helping us to see more layers to I-O psychology. I am sure that our *TIP* readers will find much to reflect on from your observations and experiences kindly given.

THE DIVERSITY REPORT

Closing Thoughts

Derek R. Avery
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Two years ago, when I began writing this column, I opened by introducing myself to the readership and putting forth my agenda for SIOP's Committee for Ethnic Minority Affairs (CEMA) during my tenure as chair. In case you missed it, or just need a refresher, I sought to (a) enhance mentoring within CEMA, (b) study inclusiveness within SIOP, and (c) make **The Diversity Report** a worthwhile read. Since that time, I'm pleased to report that we've made progress, albeit more on some fronts than on others. For instance, we're positioned to introduce a revamped mentoring program, which we hope will help to assist minority graduate students in finding the support they need to successfully complete their training (to learn more, join the CEMA discussion list). Although we fell short of my vision of undertaking a large-scale study of our professional society's inclusiveness and climate for diversity, plans are in the works to add a couple of items to our membership survey to help in this regard. Without question, the most successful initiative has been this column. I had no idea how many people not only read *TIP* for the articles but also the editorials! I have been delighted by your feedback and am truly thrilled that so many of you have found the column interesting and thought provoking. Beginning with the next issue, my successor in the role of CEMA chair, Dr. Jimmy Davis (of Development Dimensions International), will continue the column, and I can't wait to see what he'll do with it.

A Symbolic Example

That said, I couldn't write a final column without touching on the historical election currently taking place in the United States. In particular, it is fascinating to watch all of the diversity elements in play. Within this campaign, issues of race, sex, age, religion, sexual orientation, and income have come to the forefront. Moreover, the fact that there have been major candidates who are female, Black, and Hispanic is evidence of remarkable progress toward equality. I'm certain not many people in this country 50 years ago would have imagined such a scenario. Nevertheless, the fact that their demographics have been, and continue to be, factors in this process underscores just how much work remains to be done. We may wonder why it still matters or wish that it didn't, but the reality is that it does.

Quite frankly, at the beginning of this process, I didn't think a minority or female candidate could win this election. I wish my reasoning had been based on some perceived relative lack of merit among these nontraditional candidates, but the truth is that it had nothing to do with their qualifications or stance on the issues. As a diversity researcher, I've read enough literature to realize that even in the most demographically diverse settings, inside or outside the

workplace, the leadership still tends to be predominantly White and male (Fernandez, 1999). Furthermore, with respect to politics in particular, consider these three simple statistics: First, every U.S. president has been a White man. Second, omitting the post-Civil War reconstruction era, only 17 U.S. Senators have been of ethnic minority groups (3 have been Black). Third, only 16% of the current senators are women. Clearly, the odds didn't seem very promising.

At some point during the process (I'm not sure exactly when), I began to feel an unexpectedly growing sense of optimism regarding the civil rights status quo within this country. How could I not? Record numbers of people were showing up at the polls to vote in Democratic primaries, which contained all of the nontraditional candidates, and they weren't predominantly voting for the leading White male candidate. Furthermore, no prominent figures were openly talking about social identities in the media. I began to question whether I'd been wrong in assuming bias would play a significant role in many people's decision making concerning who is most qualified to be commander-in-chief. As you've probably surmised, that feeling was fleeting. By mid-April, identity issues had not only surfaced, they'd replaced many of the political platform issues that were the early focal point of the electoral process. Members of various campaigns and the media have cast about identity-based stereotypes in discussing the candidates. Many are using what I see as irrelevant information, particularly regarding the nontraditional candidates, to question their fitness to lead. For instance, would we care if a White male candidate were to express his emotions candidly? And at what point did merely having an Ivy League education make someone elitist?

But why raise that point here? Clearly, SIOP is not a collective of political scientists. The reason is that I see this election as indicative of where we stand, not only as a nation but also as organizations operating within it. Many of us desperately want to believe that demographics don't play a significant factor in one's life accomplishments or lack thereof. Accepting this premise provides the benefit of cognitively rationalizing and justifying both our own successes and others' failures (Bénabou & Tirole, 2006). It allows us to abdicate the sense of responsibility for making difficult changes in our lives and those of others. Removing barriers to equal opportunity is hard work. So, too, is recognizing our own biases and their impact in our lives and those with whom we come into contact. No one wants to admit (even if only to one's self) to harboring racist or sexist beliefs. Such beliefs are inconsistent with common views of "good" people and, thus, inconsistent with our self-appraisals.

In closing, I am no more certain of the outcome of this election than I am of what will happen in our workplaces in the foreseeable future. What is apparent is that social identity will play a role in both. How significant of a role it plays remains to be seen and, more importantly, is up to us to decide.

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ON THE LEGAL FRONT

EEO Enforcement Activity in 2007: A Sign of Things to Come?

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This column reviews equal employment opportunity (EEO) enforcement activity from fiscal year (FY) 2007. The agencies most relevant to the I-O psychologist are the Equal Employment Opportunity Commission (EEOC) and the Office of Federal Contract Compliance Programs (OFCCP). Both of these agencies made headlines due to their enforcement efforts and the corresponding financial consequences of those efforts in FY 2007. Both agencies make general enforcement information publicly available on their Web sites, although the level of detail differs by agency.[1]

The EEOC made headlines on two fronts. First, the number of discrimination charges made to the EEOC increased dramatically in FY 2007 as compared with charges made in FY 2006. The charge increase occurred across most statutes. Second, in FY 2007 the EEOC recovered $345 million in litigation and nonlitigious merit resolution for victims of employment discrimination. The EEOC continued to eliminate frivolous cases and focus on strong cases, as evidenced by an impressive percentage (23%) of cases resulting in what the EEOC considers to be "merit" resolutions.[2] For its part, the OFCCP also had an active year of enforcement in FY 2007, garnering just under $52 million for victims of discrimination. This number also included a combination of litigation and nonlitigious merit resolutions.

The EEOC enforces Title VII, the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), and the Equal Pay Act (EPA), with the majority of activity under Title VII. The OFCCP enforces Executive Order 11246, Section 503 of the Rehabilitation Act of 1973 and the Vietnam Era Veterans' Readjustment Assistance Act of 1974, with the majority of the activity under the Executive Order. Intuitively, it makes sense that Title VII is the most used statute that the EEOC enforces given that it protects the largest number of groups and covers the broadest set of employment actions. The FY 2007 statistics support this notion. Executive Order 11246 mirrors Title

[1] For example, see www.eeoc.gov/stats/charges.html and www.dol.gov/esa/ofccp/enforc07.pdf.
[2] According to the EEOC Web site, a merit resolution is defined as "Charges with outcomes favorable to charging parties and/or charges with meritorious allegations. These include negotiated settlements, withdrawals with benefits, successful conciliations, and unsuccessful conciliations."

VII in protected classes and also covers a fairly wide range of employment decisions (i.e., hiring, promotion, termination, compensation, etc.). However, the Executive Order is narrower than Title VII in that it covers federal contractors, and enforcement is *proactive* and *audit-based* instead of *claim-based* like Title VII. Although the OFCCP did not publish enforcement activity differences across statute/executive order in FY 2007, it seems reasonable to assume that the majority of activity was under the Executive Order for the same reasons that Title VII is the most used statute enforced by the EEOC.

EEOC Enforcement Activity

Table 1 shows some interesting EEOC charge statistics from FY 2005, 2006, and 2007, as well as the percentage increase in charges from 2006 to 2007. Note that the number of charges stayed about the same when comparing FY 2005 with FY 2006.[3] This was not the case in FY 2007, where the total number of charges grew by 9%. This increase is substantial based on historical EEOC data, and perhaps even more interesting is the fact that there were charge increases across just about every statute.[4] For example, in FY 2007, race, national origin, disability, and age discrimination charges all increased by at least 13% as with compared with charges in FY 2006. In addition, sex discrimination charges increased by 7%. Less frequent charges of pregnancy and religious discrimination both increased by more than 10%. Retaliation charges under Title VII (19%) and across multiple statutes (18%) had the sharpest increase in charges in 2007 as compared with FY 2006. In fact, retaliation became the second most frequent charge after race discrimination in FY 2007.

Why were charges of discrimination more frequent in 2007? Unfortunately, the EEOC doesn't provide detailed insight into the possible explanations behind this increase. Of course, there could be a number of explanations. Obviously, employers could be discriminating more often. This appears to be one reasonable explanation to the EEOC, as Chair Earp suggested in a press release that "Corporate America needs to do a better job of proactively preventing discrimination and addressing complaints promptly and effectively."

In addition, charges may have increased because employees are more aware of their equal employment protections and perhaps of the monetary consequences of discrimination charges. In addition, more efficient internal grievance mechanisms and clearer lines of communication to the EEOC may also factor into the increase in charges. Perhaps even the economic context of a potential recession has led to substantially more negative employment outcomes (i.e., layoffs, small raises, no promotions, etc.), which may be attributed to discriminatory causes.

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[3] See Zink & Gutman (2005) for a review of EEOC charge statistics from 1992–2003. The authors note that charges had been on the decline before leveling off earlier in the decade.

[4] The general exception to this finding was for the Equal Pay Act, which has been declining in frequency of use, likely because Title VII has been a broader and more attractive statute for pay-discrimination charges, particularly from a monetary benefits perspective.

Table 1: *Some EEOC Charge Statistics in FY 2005–2007*

Charges	2005	2006	2007	% Change from 2006 to 2007
Total[5]	75,428	75,768	82,792	9%
Race	26,740	27,238	30,510	12%
National origin	8,035	8,327	9,396	13%
Age	16,585	16,548	19,103	15%
Disability	14,893	15,575	17,734	14%
Sex	23,094	23,247	24,826	7%
Pregnancy	4,730	4,901	5,587	14%
Religion	2,340	2,541	2,880	13%
Retaliation-all statutes	22,278	22,555	26,663	18%
Retaliation-Title VII only	19,429	19,560	23,371	19%

One of the most interesting findings relates to the large increase in employer retaliation charges. This column spent substantial space on that topic in 2007, particularly with regard to the *BNSF v. White* Supreme Court ruling and potential implications. Recall that this ruling advocated a potentially "lighter" definition of actionable employer behavior in the retaliatory context. This case also received substantial treatment in the popular press, and as such perhaps retaliation charges increased because charging parties and plaintiff lawyers are more aware of retaliatory protection and perceive that these charges are easier to win post-*BNSF*.[6]

However, to understand the relation between the *BNSF v. White* ruling and the number of retaliation charges in FY 2007, one may have to compare the employer actions that are charged to be retaliatory both before and after the ruling. Recall that prior to the ruling the EEOC suggested that the vast majority of retaliation charges focused on more "ultimate" employment outcomes with clear financial consequences like termination, demotion, and negative performance appraisal. If the *BNSF v. White* ruling is the explanation for increased retaliation charges, then "ultimate" employment outcomes may now be less frequent in retaliation claims as compared to the "reasonably likely to deter" employer behaviors. In other words, perhaps slight changes to work schedules, false accusations, and aggregates of multiple smaller individual

[5] Note that due to space constraints not all charges in FY 2007 were included in this table, and thus, the total number of charges is not the sum of other charges presented in the table. Please refer to the EEOC Web site for comprehensive numbers.

[6] In 2007 this column provided various rationales for why retaliation charges may not increase in light of the *BNSF v. White* ruling (see Dunleavy, 2007). In addition, it was suggested and later supported via a case law review (Gutman, 2007) that retaliation charges were probably not easier to win in light of the ruling, primarily because the plaintiff must still prove a causal nexus between the protected activity and employer behavior, and the employer has the final burden to prove that the action was not retaliatory in nature.

retaliatory actions are more frequently cited in charges in 2007 than in the past because the Supreme Court advocated this definition of adverse retaliatory action in *BNSF v. White*. Of course, this is an empirical question.

Table 2 presents resolutions from EEOC litigation and other resolution processes. As the table shows, the EEOC continues to be very efficient in producing merit resolutions, both in and out of court. In fact, the EEOC reported obtaining a merit resolution for 23% of charges before litigation. Of the small number of charges that went to litigation, over 90% produced positive outcomes from the EEOC perspective, and this produced over $54 million in monetary benefits. Additionally, the number of charges that ended up in litigation actually decreased in both 2006 and 2007, while the financial remedies collected outside of litigation have increased substantially since 2005, up to over $290 million in FY 2007. Thus, over 80% of the monetary benefits collected by the EEOC came from outside litigation in FY 2007. This is a clear reminder that litigation isn't the goal of the EEOC. In other words, producing merit resolutions without expending the time and monetary resources necessary for litigation is viewed as a positive outcome.

Table 2: *EEOC Litigation and Resolutions in FY 2005–2007*

	2005	2006	2007
Litigation resolutions			
All suits filed [7]	416	403	362
Merit suits	381	371	336
Title VII	295	294	268
ADA	49	42	46
ADEA	44	50	32
Monetary benefits (millions)	$104.8	$44.3	$54.8
Nonlitigious resolutions			
Merit resolutions	16,614	16,510	16,598
% total charges	21.5%	22.2%	22.9%
Monetary benefits (millions)	$271.6	$229.9	$290.6

OFCCP Enforcement Activity

The OFCCP also had an active year of enforcement in 2007. Table 3 summarizes OFCCP activity and financial remedies from FY 2005 to 2007. However, OFCCP summary data are less detailed than the summary information provided by the EEOC. Regardless, we do know that the OFCCP conducted just fewer than 5,000 audits of federal contractors required to submit affirmative action plans under Executive Order 11246. Specific federal contractor locations are selected for an audit using an algorithm that ranks and prioritizes locations based upon the likelihood that discrimination will be uncov-

[7] Once again, not all types of cases are presented due to space constraints, and as such frequencies do not sum to the total number of suits filed.

ered. This activity resulted in just under $52 million in back pay and annualized salary and benefits for just over 22,000 victims of discrimination.[8] Of this $52 million, more than $18 million was recovered from litigation referred to the Department of Labor's Office of Solicitor. This financial remedy from litigation is a substantial increase compared with recent years (e.g., over $6 million in 2005 and just over $15 million in 2006). Thus, in contrast to EEOC, OFCCP enforcement may be moving toward more litigation.[9]

Unfortunately, OFCCP enforcement information is not as transparent as EEOC information. For example, exact remedies for each particular statute/ executive order are not available. Importantly, the OFCCP stressed that 98% of the monetary benefit was collected in cases of "systemic" discrimination where a group of workers or applicants were victims of discrimination stemming from an employment practice. This rationale is consistent with the data requirements of the executive order, which include applicant flow data for the analysis of hiring, termination, and promotion systems. Anecdotally, it is reasonable to assume that a majority of monetary benefits stemmed from OFCCP investigations into hiring practices. In addition, it is also reasonable to assume that record-keeping violations are a common outcome of audit investigations.

Table 3: *OFCCP Enforcement Activity and Financial Remedies in FY 2005–2007*

	2005	2006	2007
Compliance evaluations	2,730	3,975	4,923
Victims represented	14,761	15,273	22,251
Monetary benefits[10] (in millions)	$45.2	$51.5	$51.7
Monetary benefits from litigation (in millions)	$6.3	$15.1	$18.1

EEO Enforcement and Employee Selection

So is employee selection a focus in any of this enforcement activity? Unfortunately, neither enforcement agency has published activity specifically related to selection. However, anecdotal evidence suggests that selection is on the radar of both agencies. This is not surprising given recent initiatives at both agencies to eliminate "systemic" discrimination that affects a large group of people via employment practices and policy. Both intentional (e.g., pattern or practice) and unintentional (e.g., adverse impact) theories of discrimination fall into the general category of "systemic."

At the National Conference on Equal Employment Opportunity Law in March, EEOC General Counsel Ronald Cooper confirmed that the agency is taking a greater interest in selection/testing. He suggested that this strategy is

[8] Note that, compared with 2006, the OFCCP collected about the same amount of monetary benefit for victims of discrimination in 2007, but for an additional 7,000 victims.

[9] Given that the actual number of DOL cases that went before an administrative law judge (ALJ) is unknown, perhaps it is more accurate to say that OFCCP may be moving toward increased monetary benefits received from litigation and not necessarily more DOL litigation.

[10] In this context monetary benefits refer to back pay and annualized salary and benefits.

consistent with "the systemic litigation initiative focuses on neutral employment practices that can have a widespread, discriminatory impact on protected groups." He also mentioned that the EEOC received "about twice as many charges alleging unlawful discrimination based on tests and other selection devices in fiscal 2007 as it had in 2002."

Dr. Rich Tonowski, EEOC's chief psychologist, provided background on these issues for this article. Regarding the spike in discrimination claims in 2007, he mentioned that the EEOC is planning to investigate some of the potential explanations for the increase in the next few months, but there were no clear explanations as of yet. He did reiterate that systemic discrimination is a real focus at the Commission right now and that selection and testing fall into that category. Dr. Tonowski also pointed out that testing is still a relatively low frequency element of discrimination claims and that there are many other forms of systemic discrimination that are more intentional in nature.

In addition, Rich suggested that recent testing claims have generally been dealing with more "common sense" issues than concerns about what level of validity evidence is "valid enough." Rich suggested that there is a real interest in searching for reasonable alternatives, particularly in situations where a selection procedure produces heavy adverse impact and was validated and implemented many years ago. As expected, Rich confirmed that there are no plans to update the *Uniform Guidelines on Employee Selection Procedures* (*UGESP*). The OFCCP and EEOC are certainly on the same page concerning this issue.

A recent focus on selection procedures by the OFCCP was mentioned during numerous presentations at the most recent SIOP conference in San Francisco. Those discussions (and anecdotal evidence on our end) suggest that the OFCCP has been strict in evaluating the validity evidence of selection procedures after adverse impact has been identified in a compliance audit. For example, some selection procedures may appear to have adequate criterion-related validity evidence based on the technical standards for a criterion-related validity study under the *UGESP*[11], but aren't quite "valid enough" in the eyes of the OFCCP.

In particular, the OFCCP has focused on the magnitude of bivariate correlations, requiring that the pattern of correlation coefficients is greater than or equal to .30 in order to demonstrate practical significance.[12] In situations where a content validity strategy has been used, the OFCCP has been particularly focused on evidence that each item on a selection procedure is linked to the test construct of interest via a "test blueprint."

[11] The OFCCP enforces the *UGESP* as law.

[12] This criterion appears to be used regardless of the statistical significance of validity coefficients. Although statistical significance is obviously not a synonym for adequate evidence of validity and can be abused via "overpowering" a statistical test and/or capitalizing on chance, the *UGESP* do provide guidance on interpreting statistical significance tests. The *UGESP* do not mention an "r = .30" practical significance rule of thumb. See Aamodt, 2007 for an interesting review of this issue. Additionally, it can be argued that bivariate rules of thumb minimize the notions of incremental variance accounted for and predictor utility in the financial sense.

Conclusion

As this article has demonstrated, EEO enforcement activity has increased in scope and consequence for both the EEOC and OFCCP in FY 2007. Both agencies increased their workload in 2007, and their efforts produced a substantial amount of monetary benefits for victims of discrimination in addition to unspecified injunctive relief. Will this trend continue? This is a difficult question to answer given no clear explanation for why the 2007 numbers increased. Having said that, we can say that both agencies appear to be staying busy in FY 2008.

For example, both the EEOC and OFCCP publicized a number of "show-stopping" settlements early in FY 2008. For example, the EEOC publicized a $24 million settlement with Walgreens and a $2.5 million settlement with Lockheed Martin. The OFCCP has announced a $1.5 million settlement with Vought in a testing case.

Thus, there is anecdotal evidence that the increased interest in selection cases will continue, particularly given the systemic initiatives of both agencies.

There is one final point to consider in differentiating the EEOC enforcement context from the OFCCP context. If the EEOC challenges a test or selection procedure, the employer has the right to disagree and meet the Commission (and the plaintiffs) in court. There is no penalty or remedy unless and until imposed by a court. On the other hand, based on Executive Order 11246, the OFFCP is free to impose penalties prior to judicial action, including fines, affected class rulings, and even disbarment. The employer must then appeal for a hearing before an administrative law judge (ALJ) and upon losing appeal to the Secretary of Labor. If these appeals fail, the employer may then attempt to prove innocence in federal court. In short, the system is such that very many EEOC charges go to trial in comparison to very few OFCCP judgments. Thus, it is possible for a ruling that a court might reject if brought by the EEOC would never receive judicial consideration if brought by the OFCCP because the OFCCP process under the executive order generally discourages judicial review.

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For those of you who weren't in attendance or who don't pay much attention to all things officially SIOP, our annual conference was held in San Francisco just this April. Like we've done in the past, this issue's column will be dedicated to what we saw at the conference this year. A lot of our favorite topics like personality research, leadership development, staffing, and legal issues were represented. There were also some topics that seemed to be enjoying a wave of newer popularity as well, such as health and safety, employee engagement, and working with international companies.

And cutting across all these subjects was our favorite: good science melded with good practice. This was evidenced not only by the number of separate sessions covering the same topic from the points of view of both academics and practitioners but also the number of sessions that tried to deal with both sets of concerns simultaneously. A special theme track on how well I-O education is serving tomorrow's scientist/practitioners also cut a wide swath through an entire day. So let's take a look at what sessions we were able to attend. (Our citations at the end of this article refer to the sessions by their number in the SIOP conference program.)

One of the earlier sessions was entitled "Bridging the Scientist–Practitioner Gap: Senior Executives Identify Critical Research Needs" and seemed to fit the bill pretty well. The panel was headed by members of the Society for Human Resources Management (SHRM) Foundation, which is a nonprofit affiliate of the larger SHRM organization dedicated to examining issues such as these. The entire report can be downloaded on their Web site at http://www.shrm.org/foundation/, but the session gave a pretty good overview focusing mainly on a survey of 526 executives (both from HR and other business areas across many industries and company sizes). The survey questioned those executives about what they saw as the most pressing business challenges facing them in the future. In order of decreasing average concern for those surveyed, the topics were:

- Succession planning (actually by far the most anxiety-producing challenge)
- Recruiting and selection
- Engaging and retaining talent
- Providing leaders the skills they need to be successful
- Dealing with rising health care costs
- Creating and maintaining a performance-based culture

What are these executives looking for from people like us (i.e., I-O and HR professionals) to deal with these challenges? Three things: best practices, tools, and information about return on investment.

When the SHRM Foundation panel and members of the audience were asked to comment on these findings, nobody expressed particular surprise at the findings. In fact, a common theme running through everyone's responses was that what actually surprises them is the lack of surprise. We've been studying these topics for a long time. Besides the fact that systems like succession planning, wellness programs, and leadership development require a long-term effort rather than a flash in the pan to be most effective, several people were a bit confused by the fact that so many executives felt they had no plan in place to meet any of these challenges. "How can that be?" asked one member of the audience. "We have studied these things for decades, and we *know* how to do them. Why do these executives think they have no plan?"

Indeed, this problem harkens back to issues that we've discussed at length in this very column: How do you get the research and the science into the hands of practitioners like these executives? There are plenty of potential vehicles for such a knowledge transfer: executive education, conferences, journals, magazines, consulting, skywriting, singing telegrams, and more. But if the SHRM Foundation's report is to be believed, there's still a disconnect. One panel member acknowledged the issue and offered two possible causes.

First is that we, the I-O professionals, have not done an adequate job of communicating the research, models, theories, and best practices. "Research is not complete," he said, "until it has been communicated." I-O scientists and research-oriented practitioners need to bring utility in as part of their models and part of their approach for evaluating the merits of research. How will this idea *work*? How will it be put into practice? Failure to do this results in overreliance on limited heuristics like benchmarking.

The second reason given for the science/practice disconnect places blame closer to the feet of executives like those who completed the survey. There seems to be a prevailing demand for quick fixes and solutions that can simply be plugged in and turned on. These fixes do not exist for the most part, especially with regards to those slow-cooked systems like succession planning, leadership development, and culture change. These executives need to invite HR and I-O experts to that big, round, strategy table. We also need to examine the interconnectedness of all of these issues, as well as the high-level business concerns that make them challenges to begin with. One audience member astutely asked "What problem is succession planning the solution to? Business continuity? Knowledge transfer? Customer retention? We need to know that kind of thing."

Many good questions were raised, even if a lot of them have been asked for a while now. The SHRM Foundation members left us with the comment that their research is ongoing and will address many of these exact issues.

“Validation Research Strategies: Ensuring Situational Sufficiency and ‘Appropriate’ Professional Rigor” was the title of another one of the panels we attended. This one took a frank look at a problem that a lot of researchers have working in the realm of test validation: How do you strike the balance between the demand of scientific rigor and the realities of working in an organization? Binning and Barrett’s (1989) model of multiple different kinds of inferential validity is nice, but anyone making an honest assessment of typical organizational research would have to quickly (and maybe a bit sheepishly) admit that we never get anywhere close to that level of comprehensive research. Organizational constraints tend to sweep those kinds of plans aside and force us to make hard decisions about what will do given the situation and stakes involved.

The panel members, all of them accomplished researchers, set out to tackle this issue by answering five basic questions:

- Do operational standards of validity vary as a function of a study’s purpose?
- What factors legitimately limit rigor?
- How does the type of organizational practice being validated affect the research?
- How do existing publications affect the research?
- What are the appropriate role of subject matter experts?

Close examination of these questions reveal a number of subtexts and thinly disguised implications related to many of the common dilemmas researchers face in this area: when to rely on “easier” validation techniques, when to trade off rigor for legal exposure, when to consider alternatives to doing your own research, and so forth. And in fact, the panel did not disappoint in their willingness to step up and grab hold of these issues.

One common theme that ran through their responses was that one’s definition of “rigor” varies from context to context and even person to person within the same context. Doing research for publication in a refereed journal generally demands more rigor (and bookkeeping) than organizational interventions, but this is a somewhat limited point given that there are few, if any, test-validation studies published in journals. Other panel members noted that work done for development and promotional purposes (as opposed to external hiring decisions) might be less rigorous, though they may demand additional work. All of the panel members generally agreed however that “less rigorous” does not translate to “not rigorous” or “lazy.” Professional standards and ethics still demand doing the best we can, even if working within constraints.

What are these constraints to scientific rigor? Just the usual suspects: low sample sizes, inability to sell decision makers on procedures, limited access to data, budgets, uncooperative groups (especially unions or advocacy groups), fear of litigation, unreliability and restriction of range on criteria, limited time, and being saddled with lousy performance appraisal systems for purposes of data collection. We often encounter limited success in explaining technical

terms to key decision makers. Maybe you can get the idea of confidence intervals across, but conveying something more esoteric like the inferences needed to establish construct validity is going to be a bit more dicey.

The panelists offered a few specific solutions to these issues, such as developing your own tool to gather criteria data, using multiple raters to combat unreliability, and using forced distributions and correction formulas to combat restriction or range. In the end, though, much of the remaining advice seemed to center around the idea of "do the best you can."

And then there was the Saturday theme track, focusing on the state of I-O education. We wanted to spend some time talking about this event (formally titled "Preparing for the Future: A Critical and Constructive Look at I-O Education") because it hits so close to home for this column; much of it was about how our training can be better linked to the demands and requirements of practice. The committee that put together the full-day track did a fantastic job (full disclosure: Marcus was part of that committee and was a presenter and so may be slightly biased), and the line-up of speakers and formats created a compelling event for people concerned about linking good science and good practice.

The opening keynote address by **Ben Schneider** was full of good insights, including the reminder that our field has been focused on joining science with practice since its inception (Ben noted that Morris Viteles was both an academic [University of Pennsylvania] and a practitioner [director of personnel research, Philadelphia Electric]). He also highlighted some different distinctions than most of us usually consider, including the tension between those doing primarily personnel psychology-type work (where most of our practice has historically been) and those doing more organizational psychology-oriented work (where many newer practice avenues have emerged). Schneider reminded the audience that this tension is also not new, arguing that "The future requires simultaneous entertainment of both I and O in science and practice—and therefore in education" (**Lyman Porter** said this in 1966!). He also highlighted the suspicions academics have of ideas that originate in practice and that practitioners have of things that appear in the *Journal of Applied Psychology*. Although **Good Science–Good Practice** isn't explicitly about the academic–practitioner schism, much of what Ben had to say rang true for us as we think about the issues that comprise this column. One of the points that particularly struck us was his argument that it is the "young'uns" who are forcing the field to address new topics in new ways, and it is often these people who push for more integration across the I and O branches of our field and across the academic–practitioner divide, as well. Ben's point? "Let 'em!"

Rather than go session by session through the rest of the theme track day, we'll hit a few key points that were emphasized repeatedly and that directly relate to this column's focus. One of those themes was the extent to which graduate stu-

dents in I-O psychology receive applied experiences, and the extent to which those experiences were well-designed and useful for professional development.

The “preparation gap” between what I-O graduate programs teach and what I-O practitioners need to know was a recurring theme as well. **Rob Silzer** made a presentation of the results of the Professional Practice Committee’s recent Practitioner Needs Survey, and this issue arose several times. For example, practitioners reported that the vast majority of the skills and knowledge areas identified in the survey were learned on the job rather than in graduate school. Practitioners were also quoted in the report as saying that graduate training programs should “help graduate programs better prepare their students for the practitioner environment;” though as always, it isn’t entirely clear how best to do that, which of the skills identified as being learned on the job would be most suited to incorporation into graduate training programs, for example. Marcus spoke on behalf of SIOP’s Education and Training Committee, presenting pilot results of a survey on business and consulting skills, and identified disagreement in the results as to whether training in practitioner-oriented skills is even part of what graduate school should be about. Everyone seems to agree that we need good science and good practice, but we continue to debate and discuss how our graduate training programs can contribute to the creation of scientist–practitioners. The afternoon session on “Connecting Education to Practice” took an innovative approach of having four major topic areas (consulting operations in graduate training programs, internships, the skill gap between what is taught and what is needed in practice, and the societal values that I-O professionals have an obligation to uphold), having experts in those specific areas make brief presentations to the whole group and then breaking into smaller groups to focus on each topic in greater depth. This session particularly left us feeling optimistic about the attention being paid to merging science and practice, and to identifying common goals and shared challenges.

Issues of standards were frequently raised as well with focus on both the accreditation of graduate training programs and the licensure of I-O psychologists garnering attention. In an innovative debate format featuring several well-known SIOP members, the first question was whether I-O graduate training programs should be accredited. **Jim Outtz** argued that they should be, to ensure commonality of training and qualification, with **Ann Marie Ryan** making a spirited defense against accreditation, pointing out the historic differences in training models and the strength that can come from those differences. There were also questions around the need for licensure as a means of assuring quality control in practice (i.e., ensuring that qualified I-O people do I-O work) and calls for graduate training programs to do more to prepare students for state licensure. As part of this topic, Rob Silzer’s report on the Practitioner Needs Survey suggested that the largest group of full-time practitioners are not sure whether they are eligible to be licensed, and similarly, they don’t know whether their graduate training programs prepared them for licensure or not. So the

extent to which licensure is an issue that affects **Good Science–Good Practice** remains somewhat fuzzy—but it is also not going away.

There were several other worthwhile sessions, including an invited poster session on I-O classroom innovations and an integrative session to wrap up the day, in which an "integration team" had put together questions emerging from throughout the day and posed those questions to a distinguished panel. The theme track planning group, headed up by **John C. Scott** of APT, did a great job of putting together a full-day exploration of issues about I-O education, many of which have direct impact on our interests in this column. They will be doing a write-up of their conclusions from the day's presentations for the next issue of *TIP*, so keep an eye out for that.

One of the respondents to the Professional Practice Practitioner Needs Survey said that "SIOP as a society continues to pay only lip service to bridging the gap between science and practice." We don't know the experiences or perceptions behind that comment, but based on what we saw at SIOP, we're not sure we'd agree. The range of sessions, and the dedication of the many people involved in efforts to bridge that gap lead us to continue having plenty to write about in **Good Science–Good Practice**. Feel free to send us suggestions, though—Jamie is at HMadigan@ameren.com, and Marcus is at marcus.dickson@wayne.edu.

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208. *Keynote Address: Preparing for the Future: A Critical-and-Constructive Look at I-O Education*. Steven G. Rogelberg and John C. Scott, Chairs. Ben Schneider, Presenter.

217. *A Special Debate on the State of I-O Training*. John C. Scott, Chair. Frank J. Landy, James L. Outtz, Nancy T. Tippins, Frank L. Schmidt, Angelo S. DeNisi, and Ann Marie Ryan, Presenters.

238. *Meeting Stakeholder Needs: Views From Industry, Consulting, and Academi*a. Dan Sachau, Chair. Marcus W. Dickson, Paul R. Sackett, Jeffrey J. McHenry, Irwin L. Goldstein, Robert F. Silzer, and Derek R. Avery, Presenters.

265. *Innovations in I-O Teaching and Curricula*. Linda R. Shanock, Chair. Elise L. Amel, James M. Conway, Roseanne J. Foti, Tomas R. Giberson, Peter D. Bachiochi, Meridith E. Selden, Zinta S. Byrne, Kurt Kraiger, Bill Attenweiler, Stefanie K. Johnson, and Eden B. King, Presenters.

277. *Connecting Education to Practice*. Sara P. Weiner, Chair. John D. Arnold, Bruce M. Fisher, Richard Moffett, Allan H. Church, Angela K. Pratt, Janet L. Barnes-Farrell, Joe Colihan, Richard A. Guzzo, Jennifer Z. Gillespie, James L. Outtz, and Walter C. Borman, Presenters.

292. *The Future of I-O Education: Theme Track Integration and Open Forum*. Michelle (Mikki) Hebl, Moderator. Stephen D. Steinhaus, Chair. Benjamin Schneider, Steven G. Rogelberg, Gary P. Latham, Laura L. Koppes, Kevin R. Murphy, Richard J. Klimoski, William H. Macey, and Sandra O. Davis, Presenters.

THE ACADEMICS' FORUM

Data Sources and Publication in Top Journals: The Hunt for Participants

Sylvia G. Roch
University at Albany

An important decision when designing a primary research project is what type of participants to use in the research. As is the case in most major research universities, I have a large and convenient undergraduate subject pool available for my research purposes. For some of my research questions, participants from the undergraduate subject pool are an ideal population. I can control confounding factors in my laboratory to a degree not possible in most other settings and, thus, gain a deeper understanding of the phenomena of interest. Obviously, research using undergraduates is most useful in theory building and is often not meant to directly generalize. Mook (1983) does an excellent job of articulating the differences between research investigating if something "can" happen (research for theory building) versus research designed to answer the question of whether something "does" happen (research for generalization). Nonetheless, there are some questions best answered using a working population. Thus far, I have been fortunate. For my research requiring a working participant population, I have been able to find suitable populations. My two most frequent sources of working populations have been alumni from the University at Albany and employees from organizations where my students are either interning or working. However, I can see a scenario where a suitable population may not be easily available, and based on my conversations with colleagues, finding a suitable subject population is a common concern. Thus, I have decided to devote this column to providing both a brief overview of the types of participants used in research published in top I-O journals and a description of some of the more unusual participant populations that I found in my search.

My first step was to conduct a search of literature looking for reviews of the I-O literature addressing this issue. I found a few studies that have looked at research trends in I-O but had difficulty finding recent information. Authors who have examined participant trends in I-O psychology include Dipboye (1990) and Podsakoff and Dalton (1987). Podsakoff and Dalton (1987) examined all the articles published in five organizational journals in 1985 and found that only 29.5% of articles included lab research. Dipboye concentrated on the *Journal of Applied Psychology* (*JAP*) and examined all

articles published in *JAP* between the years of 1970 and 1988 and found that, similar to Podsakoff and Dalton, only 33% of the articles consisted of lab research and 67% consisted of field research, including surveys.

Thus, with the help of my research assistants, I decided to conduct an admittedly rough investigation of what type of research participants were reported in articles published between 2002 and 2007 in four journals in I-O psychology. I chose to examine the *Journal of Applied Psychology, Personnel Psychology, Academy of Management Journal*, and *Organizational Behavior and Human Decision Processes* because these journals were ranked as the top four by I-O psychologists in Zickar and Highhouse's (2001) review of the top journals. All of the studies reported in these journals between 2002 and 2007 were classified into one of six categories: experiment with students, experiment with employees, survey of students, survey of employees, survey of employees with outcomes (i.e., survey data and another data type such as supervisor ratings), and other. If an article had multiple studies, each study was independently categorized because, in many cases, articles that reported multiple studies contained studies that fit into different categories. Please see Figure 1 for the results. This table reflects the average number of studies per journal by type. The "other" category is not reflected in this table. The "other" category varied greatly from roughly an average of 74% of the articles per year in *Personnel Psychology* (*PP*) to 10% of the articles per year in *Organizational Behavior and Human Decision Processes* (*OBHDP*), with the *Journal of Applied Psychology* (*JAP*) at 24% and *Academy of Management Journal* (*AMJ*) at 48%.

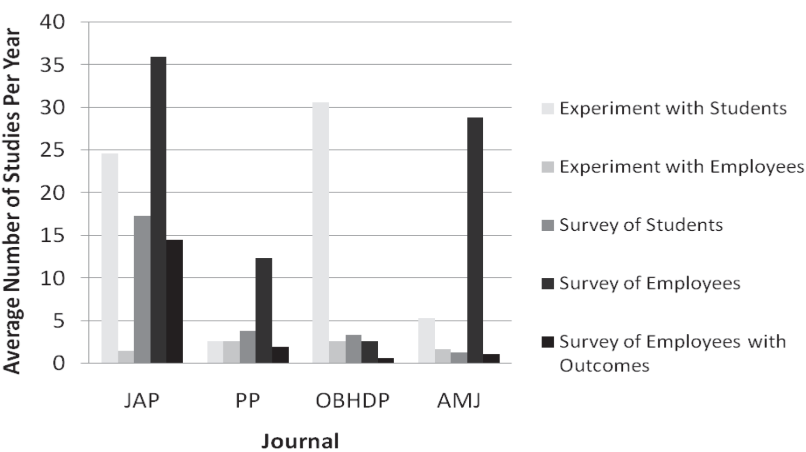

Figure 1. Average number of published studies per year by type from 2002 to 2007

Note: JAP refers to the *Journal of Applied Psychology, PP* refers to *Personnel Psychology*, *OBHDP* refers to *Organizational Behavior and Human Decision Processes,* and *AMJ* refers to *Academy of Management Journal.*

It is not surprising that a large percentage of the journal articles published in *Personnel Psychology* did not fall into one of the categories that we used. *Personnel Psychology* routinely includes review articles, meta-analyses, and book reviews. The book reviews especially contributed to a large proportion of the 74% of “other” articles in *Personnel Psychology*. It should be noted that in general the “other” category contained a wide variety of articles ranging from theoretical pieces to book reviews to meta-analyses to archival data and interviews; anything that could not easily be fit into one of the first five categories was included in the “other” category.

Based on the results, it appears that if one is conducting experiments with undergraduates, either *OBHDP* or *JAP* would be the primary outlets in the journals that we examined. *Journal of Applied Psychology* also appears to be a good outlet for survey research, as is *AMJ*, and also to a certain extent *PP*. What is interesting in this figure is how few articles include surveys with other types of supporting data, such as supervisor evaluations or peer ratings. There is a push to publish articles not exclusively relying on survey data, and this push is not reflected in the averages presented in the table but is still evident when looking at the progression over the years. For example, in 2002 only 9 articles published in *JAP* included surveys with outcomes, but this number rose to 18 in 2006 and 22 in 2007. Thus, there does appear to be a trend to publish survey data supported by another data source. Lastly, it appears that it is still rare to have experiments with employees as participants. This is not surprising, given the difficulty in gaining access to organizations. Often the best we can do is collect survey data. It is difficult to perform even a quasi-experiment with employees, yet some researchers do manage to employ an experimental design using employees as participants. It should be noted that we did not distinguish experiments from quasi-experiments.

Lastly, I wish to highlight some creative ways of finding research populations that we found while categorizing the studies. Flipping through the articles in the four journals, one sees many articles based on responses from company employees, managers, and members of the military. However, there are also some populations represented that are unusual but are still valuable sources of information. For example, Simonson, Kramer, and Young (2004) recruited 731 travelers at the domestic terminal of the San Francisco International Airport who filled out a “Consumer Preferences” questionnaire. Kumar (2004) intercepted individuals at a public vending area. Dysart, Lindsay, MacDonald, and Wicke (2002) had two female confederates approach patrons in two local bars. In a study investigating the role of obesity in customer service, King, Shapiro, Hebl, Singletary, and Turner (2006) observed women confederates interact with salespeople. Tan, Foo, and Kwek (2004) observed and coded cashier interactions with customers in a chain of fast food restaurants and followed up the interactions with a survey. Johnson and Raab (2003) recruited participants from local handball clubs in Germany and

Brazil. Wiener et al. (2002) placed an advertisement in local newspapers. These are only a few of the creative methods of obtaining participants that we noticed; there were also many more authors who deserve to be mentioned for their creative participant recruitment efforts.

Finally, a few years ago, I heard a symposium at SIOP in which the researchers gave a survey focusing on organizational attitudes to individuals who were waiting for jury duty. I apologize that I cannot properly cite the authors; I just remember that I thought that it was a very creative way of finding willing participants (and I suspect also potentially bored individuals with time on their hands and nothing better to do than fill out surveys). All of these authors remind us that it is worthwhile to think beyond students and employees at their place of employment when designing research projects. A little creativity can be useful. Lastly, I would like to thank **Gene Trombini**, my research assistant, for his assistance in every aspect of this project. Also, I would like to thank Jenni Higgins, Tracey Drobbin, Ashleigh Flick, Ryan Armstrong, **Joshua Rutter**, David Sevits, Amber Pease, Tereva Bundy, Kamilah McShine, and Chris Pucheu for their help with this project.

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Expect the Unexpected: Be Creative With Your Career in I-O

Clara Hess, Amy DuVernet, Tara Behrend, Reanna Poncheri, Jane Vignovic, and Jenn Lindberg McGinnis

L to R: Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg McGinnis, & Jane Vignovic

I-O graduates have a variety of employment options to choose from: consulting, academics, applied research, private-sector and governmental positions. So, when you start your job search, don't be afraid to be creative! An I-O degree can be used in a variety of contexts, so follow your heart and explore your interests. In this column we will meet and get advice from six I-O psychologists whose career paths were somewhat unexpected. Some went to graduate school in one area of psychology but switched after an eye-opening experience. Some discovered a new interest during graduate school, and others found themselves in a new field by accident.

This column focuses on three specific areas where I-O intersects with another field: law, healthcare, and education. In each section, we introduce you to two prominent psychologists who practice I-O in that particular area. We also present information about their career paths and their recommendations for experiences that will help you prepare for a career in these fields.

I-O and the Law

As you may be aware, I-O has a long history and foundation in employment law. Legal precedent has long affected the practice of I-O. Most famously, the ruling in *Griggs vs. Duke Power Company* (1971) established that selection tests must be fair and job related, which has paved the way for the application of I-O to employee selection. You may not, however, be aware of the diverse employment opportunities available in this field. (We weren't!)

Career Paths

Drs. **Art Gutman** and **Eric Dunleavy** have made a career for themselves in the field of law. Besides coauthoring the regularly featured *TIP* editorial **On the Legal Front**, they both provide consulting services that combine I-O and legal issues.

Dr. Gutman started out as an experimental psychologist but moved into applied psychology around the mid 1980s. His interest in the legal field was sparked when he began work on a consulting project with a group of lawyers. This work introduced Dr. Gutman to the legal issues surrounding Title VII of

the Civil Rights Act of 1964; it was then that he decided to take continuing education courses on the law. Since that time, he has enjoyed teaching courses on personnel law, selection, and test measurement.

During Dr. Dunleavy's time as a graduate student at the University of Houston he took a selection course that introduced him to the application of I-O to specific case law. After graduation, he worked for the American Institute of Research where he was involved in litigation support for the Navy. He is currently a senior consultant for DCI Consulting Group, where he works with the Office of Federal Contract Compliance Programs (OFCCP) in audits and litigation consulting.

Recommended Experiences

1. Knowledge of case law: There are no shortcuts to expertise in this area; you have to learn case law in the areas in which you are interested. How can you obtain this knowledge?
    - Read specific cases, the *Uniform Guidelines on Employee Selection Procedures,* and Equal Employment Opportunity documents and compliance manuals.
    - Keep up with the Law InfoNet Web site (http://www.lawinfonet.net/; you can sign up to receive regular legal updates on this Web site).
    - Use LexisNexis to search for specific legal cases.
2. Knowledge of statistics.
    - Our experts both indicated that the ability to perform complex statistics is key in this type of career, so take as many statistics courses as you can!

I-O and Health Care

The healthcare field is an excellent area to apply I-O practices and techniques. In fact, there are a number of professional organizations that focus specifically on applying I-O psychology to the practice of health care (e.g., DocExecutive and the Pinstripe Healthcare Group). In addition, there are a number of complex issues that health care organizations are facing where I-O psychology could be of service. For example, there is a trend toward restructuring hospitals to include more team-based work. In addition, hospitals are struggling with the recruitment and retention of nurses. Both these areas provide promising avenues for the application of I-O to health care.

Career Paths

To learn more about applying I-O in the health care field, we interviewed two I-O psychologists who are doing just that: Thomas Cunningham and Dr. **Scott Mondore**.

Thomas Cunningham is a graduate student in the Organizational Behavior Management program at Virginia Tech University. Mr. Cunningham became interested in the field of health care when collaborating with his

undergraduate professor. News reports about accidents and safety issues within hospitals also alerted him to the importance of this area. Since his first experience working in a hospital in college, Thomas has worked with three additional hospitals, primarily focusing on ensuring employee and patient safety through accident and error prevention.

During graduate school, Dr. Mondore consulted with large *Fortune* 500 organizations, focusing on selection and leadership development. Next, he worked for UPS, focusing on employee relations/organizational effectiveness. From there, he moved on to Maersk, Inc., where he worked as a director in the organization and talent development function. He now works as a senior client consultant with Morehead Associates, where he is typically partnered with senior leaders to diagnose and create solutions to complex organizational issues. A large percentage (75%) of Morehead Associates' clients are in the health care industry, so he has gained extensive experience in this field.

Recommended Experiences

1. Knowledge of the health care literature. Stay in touch with this literature. In order to do this, our experts provided the following suggestions:
    - Keep up with medical journals, including *The Journal of the American Medical Association.*
    - Keep up with business journals, such as *The Wall Street Journal.*
    - Talk to hospital employees; ask about their organizational issues.
2. Ability to translate I-O concepts into health care "speak." It is important to be able to communicate with practitioners who may not be familiar with the I-O literature. Our interviewees offered the following suggestions:
    - Work on your presentation skills; try joining a presentation group, such as Toastmasters, as a way of practicing this skill.
    - Publish within medical journals; it will increase your credibility and sharpen these communication skills.
3. Statistical expertise.
    - Being able to perform statistical analysis on the data you gather is always important. Our experts advised that you take lots of statistics courses and also teach them if at all possible.

I-O and Education

The education sector provides another arena for the application of I-O. From the training and development of human capital, to the measurement of teacher and principal effectiveness, to issues surrounding compensation and merit pay, to the assessment and measurement of student outcomes and school accountability, I-O psychologists have a variety of opportunities to become involved in the education sector. There are also a number of organizations that focus on educational issues relevant to I-O (e.g., The New Teacher Project, www.tntp.org; The Bridgespan Group, www.bridgespangroup.org; and the

National Center for Educational Statistics, part of the U.S. Department of Education and the Institute of Education Sciences, http://nces.ed.gov). With so many options to pursue, we asked two experts in the field for their advice.

Career Paths

Drs. **Alicia Diaz** and **Gene Hoffman** provided us with their perspective on I-O and education.

Dr. Alicia Diaz got involved in education when she was a graduate student at The Ohio State University. She began working in Policy, Research and Analysis at the Ohio Department of Education just as No Child Left Behind was introduced. She found it exciting to be involved in defining the new data systems, so her next job led her to the Southern Regional Education Board (SREB) as the assistant director of Education Data Services.

Dr. Gene Hoffman is currently the center manager of the Center for Learning, Evaluation, and Assessment Research (CLEAR) at the Human Resources Research Organization (HumRRO). Dr. Hoffman spent 15 years working at HumRRO on a variety of personnel selection and training projects for the Army. He then grabbed an opportunity during HumRRO's expansion to make a mark in state-level school accountability and student testing programs. He had a lot of on-the-job learning but discovered that research fundamentals, such as a solid grounding in reliability and validity, were valued in the educational testing world.

Drs. Diaz and Hoffman explained how their jobs were similar to more traditional I-O jobs. At the end of the day, the work they do is intended to solve problems in organizations. Although the organizations are education agencies instead of corporations, they have the same types of issues as any large organization. Their work includes designing qualitative and quantitative studies, conducting psychometric evaluation, creating new ways to look at old problems, synthesizing data from multiple organizations, and reporting back to their educational and policy-based constituents.

Both of our interviewees ended up in education somewhat by chance, but they provided a list of great ideas for those of you who want to pursue a career in this field:

Recommended Experiences

1. Knowledge of research methods and statistics.
   - Get a solid grounding in validation and research methods, including quasi-experimental designs and causal modeling.
   - Knowledge of IRT and good statistical programming skills are important.
2. Understanding of the educational landscape.
   - Learn about current educational legislation.
   - Get a foundational knowledge base in public education policy. Read up, take a course, or be ready to learn on the job.

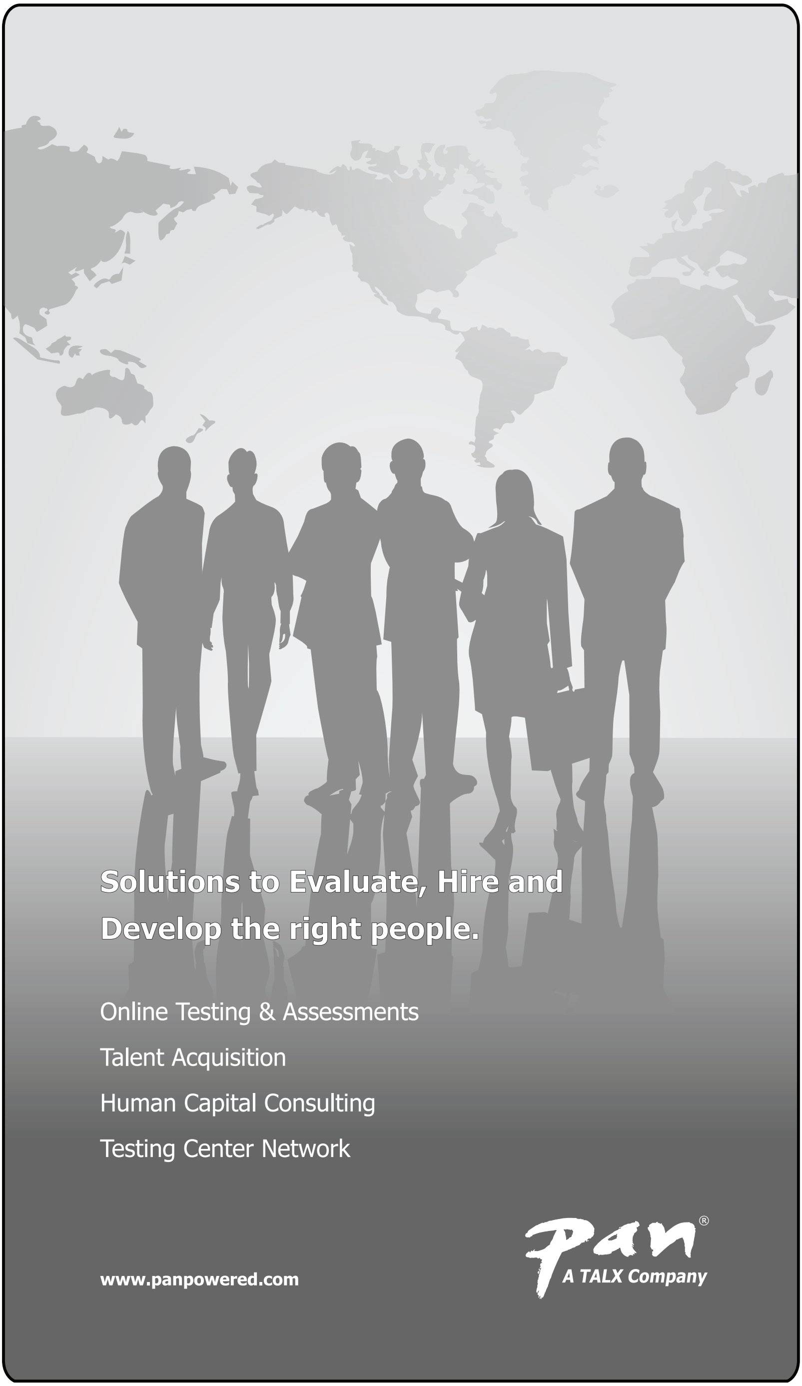
3. Ability to translate between fields.
   - Clear, concise writing and the ability to break complex concepts down into understandable chunks is immeasurably useful.
   - Likewise is the ability to translate complex statistical concepts and results for non-I-O decision makers.
   - Be able to apply concepts learned in an I-O context to the educational context. The fields have different words for the same or similar constructs.
   - Use “out of the box” thinking: There are measurement and theoretical differences in the variables considered in the educational realm.

Conclusions

All of our interviewees made it very clear that they enjoy their careers and find them very personally rewarding. Dr. Gutman said, “I’ve never found anything that I work so hard at but don’t consider work; I have as much fun doing this as I do playing a round of golf.”

Mr. Cunningham and Dr. Mondore agreed that being able to assist in organizational practices that have high stakes (saving lives!) is extremely fulfilling. Dr. Diaz says she is “contributing to something that benefits everyone.” Dr. Hoffman liked that he was able to play three simultaneous roles, “researcher, tax payer/citizen, and parent.”

We’ve learned quite a bit from our conversations with all these I-O professionals. First, be willing to be creative and don’t be afraid to try a project that seems different from your current interests—it may become a new passion. Second, even if you aren’t exactly sure where you will end up, you can start preparing now. All of our experts agreed that their statistics knowledge has been integral. You can also read newspapers, journals, and blogs of interest to you and make connections to more traditional I-O research. Think about volunteering or interning to gain exposure and experience with a new field. Take advantage of opportunities at your school; take courses in business, health care management, education, and so forth and attend colloquia in other fields. Lastly, be ready and willing to learn on the job. No matter what career you end up in, there is always more to learn!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4th Annual SIOP Leading Edge Consortium: Executive Coaching for Effective Performance: Leading Edge Practice & Research

Jeffrey McHenry
Microsoft Corporation

SIOP's 4th Annual Leading Edge Consortium is scheduled October 17–18 at the Westin Cincinnati. The consortium is unique in its approach by bringing together leading edge thinkers—practitioners, researchers, and HR executives—to examine issues in an intimate setting that fosters stimulating dialogue among colleagues. The focus of this year's consortium is executive coaching.

Interest in coaching has exploded during the past 10 years. In the 1970s and 1980s, executives and managers who were assigned coaches typically had serious performance challenges and were in danger of derailment. There was a stigma attached to individuals who were working with coaches. This began to change in the 1990s, when seasoned and very successful executives began to use coaches as confidantes and trusted advisors who could help them maintain their leadership edge, much the same as professional athletes rely on coaches to help them remain at the top of their game.

In the current decade, the demand for executive coaches has exploded again, with many successful executives speaking openly about their coaching relationship and the benefits they obtain from coaching and many high-potential emerging leaders asking their organizations to provide them with coaches to help them accelerate their careers. There is no longer a stigma to working with an executive coach; it is now a sign that one has "arrived."

Psychologists from a wide variety of disciplines—industrial-organizational, clinical, counseling and consulting psychology, to name just a few—have gravitated to executive coaching during the past decade. Each discipline contributes a unique theoretical perspective and knowledge base. Coaching has become a popular subject at psychology conferences, including topics such as (a) goals of coaching interventions and measurement of coaching outcomes, (b) dynamics of the coaching relationship and their impact on coaching outcomes, (c) the role of assessment in coaching, (d) professional qualifications for executive coaches, (e) best practices in use of executive coaches in organizations, (f) ethics in coaching, and (g) executive perspectives on executive coaching. During the past 5 years, our applied wisdom about the effectiveness and dynamics of executive coaching has grown, and there is growing research literature on executive coaching.

At this year's leading edge consortium, we'll take stock of what we know about executive coaching. The conference will be organized around the following topics:

The psychology of coaching. The key question is how coaching contributes to learning and behavior change. We'll look at some of the different

theoretical perspectives that coaches bring to the coaching engagement and how these perspectives affect the role the coach plays and the dynamics of the coaching relationship. We'll examine potential personal and performance outcomes of the coaching relationship and discuss how the coach's theoretical perspective and beliefs about coaching impact the outcomes targeted. We'll examine evidence from clinical and counseling psychology about how people learn through coaching and counseling. Topic chair: **Douglas McKenna**, Oceanside Institute.

The impact of coaching. Over the past 2–3 years, we have begun to develop research and measurement models to assess the impact of executive coaching. We'll look at those models and discuss some of the preliminary findings from empirical research. We'll get both executive and coach perspectives on the impact of coaching. We'll also look at empirical research from other closely related disciplines, such as clinical and counseling psychology, to help inform our understanding of the potential impact of coaching. Topic chairs: **Gina Hernez-Broome**, Center for Creative Leadership, and **Lisa Boyce**, U.S. Air Force Academy.

Best practices in coaching: Perspectives from organizations and coaches. Coaching has become a big business for consultants and a big expense for organizations. We'll hear from organizations about steps they've taken to ensure that they get the best possible ROI from their coaches (e.g., certifying coaches, training coaches on how the company's competency model, hosting coaching conferences where they share coaching tips and best practices). We'll also learn about how coaches (and the consulting firms that employ them) are packaging their services to ensure that they are being used in a way that has impact. This section will include a discussion of coaching ethics, including the coach's obligation to the organization when the organization has hired and is paying for the coach. Topic chairs: **Anna Marie Valerio**, Executive Leadership Strategies, and **Mariangela Battista**, Starwood Hotels & Resorts.

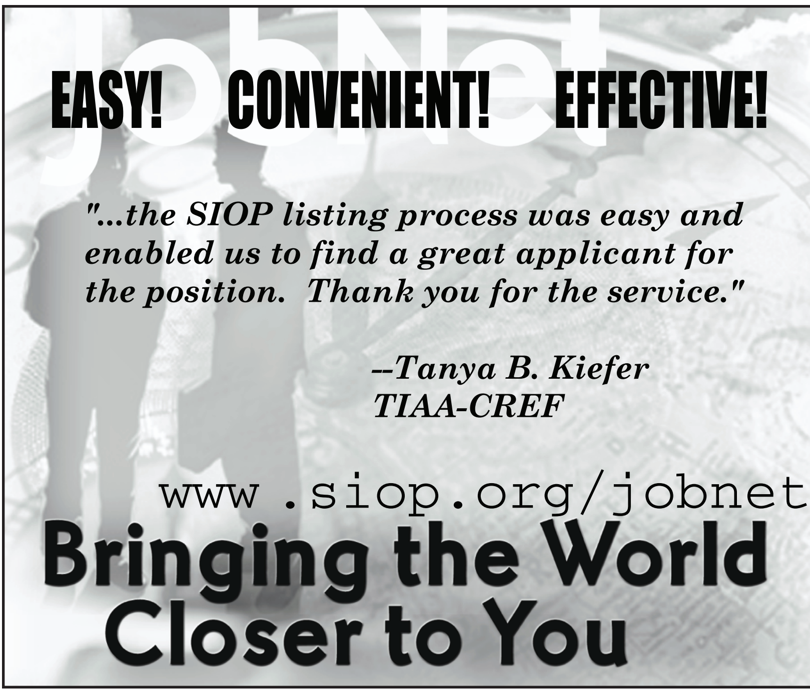
Consortium attendance is limited to no more than 300 persons. Each presentation will take place in a general session, with time provided for group discussions on special topics of interest to conference participants. The design of the conference is conducive to interaction with presenters and networking with thought leaders in the field of executive coaching. A popular feature of the event is the topical dinners, where attendees can select from an assortment of area restaurants to sample the Cincinnati cuisine and enjoy great discussion in the company of new and old friends.

This year's consortium takes place at the Westin Cincinnati, which overlooks the historic Fountain Square. This hotel offers an excellent location; you are downtown and within walking distance to National Underground Railroad Freedom Center, Great American Ball Park, Paul Brown Stadium, U.S. Bank Arena, the Aronoff Center for the Performing Arts, and the Con-

temporary Arts Center. This hotel also boasts great dining and fully renovated guest rooms. Room rates are $139.

Registration cost is $425 on or before August 29 and $495 thereafter. Consortium registration includes refreshment breaks and lunch on Friday and Saturday, plus receptions on Thursday and Friday evenings. Topical dinners are planned for Friday evening. You are encouraged to register promptly because seating is limited. To register, please go to http://www.siop.org/fallconsortium/.

We hope you will join us for this special event. See you in Cincinnati!



Our First 3-Day Conference: SIOP 2008 in San Francisco

S. Douglas Pugh
Conference Chair

Steven G. Rogelberg
Program Chair

Julie B. Olson-Buchanan
Incoming Conference Chair

SIOP made history at this year's conference with our first 3-day conference. A number of significant changes were made to the conference and program, so we all held our collective breath to see how it turned out. By all accounts, the 2008 SIOP conference in San Francisco was a tremendous success. An on-site survey revealed very positive comments about the new conference and program format.

The conference was certainly far-reaching and diverse. We had 4,069 conference registrants (second in attendance only to last year's record breaking turnout in New York). These attendees came from 44 countries outside of the U.S. Attendees had the opportunity to enjoy a mix of over 250 invited and peer-reviewed sessions, 650 posters, and 14 community of interest sessions that covered a great span of content areas.

If you were there, or even if you missed it, here's a quick review of some of the key things that happened at the conference.

Wednesday

Suzanne Tsacoumis's Workshop Committee put together a fabulous lineup of 15 workshops that were attended by more than 400 members. After the workshops, shrimp were enjoyed by all!

Jessica Bagger and **Mark Frame** hosted our 3rd Annual Junior Faculty Consortium, where new faculty members heard from some of the leaders in our field.

Ken Yusko and **Suzanne Hawes** put together another terrific panel for the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.

Dan Sachau developed and organized our second Master's Student Consortium, which was enthusiastically received by 64 students currently enrolled in master's programs.

Steven Rogelberg and **Miguel Quiñones** hosted a warm welcome reception for attendees who were new to the SIOP conference, complete with several rounds of speed networking.

More than 30 of our members enjoyed a tour of Levis Strauss.

Thursday

S. Douglas Pugh kicked off the conference bright and early at 8:00 a.m. with the start of the plenary session. Award Committee Chair **Wendy**

Boswell announced 15 awards, grants, and scholarships received by our members, and Fellowship Chair **George Hollenbeck** announced our new SIOP Fellows. Next, **Paul Thayer** (a man who needs no introduction) gave us an update on the state of the SIOP Foundation. After **Gary Latham**'s introduction, which featured the Georgia State Alumni Choir and a sing-a-long with all attendees, **Lois Tetrick** presented her presidential address (which will be available in video format on the SIOP Web site). After the presidential address, Gary Latham announced the winners of this year's elections: **Tammy Allen**, secretary; Suzanne Tsacoumis, member-at-large; and **Kurt Kraiger**, president. Steven Rogelberg closed the plenary session with an overview of the major changes made to the program format and the special program features of the San Francisco conference.

Thursday saw the debut of our new conference theme tracks. The first theme track, chaired by **Peter Chen**, was on individual–organizational health. It was a cutting-edge collection of engaging talks.

The International Affairs Committee hosted the International Members' Reception.

The Committee on Ethnic Minority Affairs held its annual meeting and reception.

For the third year we highlighted the top-rated posters, S. Rains Wallace Award winner, and Flanagan award winners during the Friday evening all-conference evening reception.

Friday

Friday saw the Leading Edge track on innovation and the Leading Edge evening reception.

Lisa Penney and her Sunday Seminar Committee hosted four well-received and well-attended sessions.

The Lesbian, Gay, Bisexual, and Transgender Committee and Allies meeting and reception were held on Friday. This year LGBT had a special silent auction during its evening reception for which all proceeds will be used to establish an LGBT Emerging Issues fund through the SIOP Foundation.

In the spirit of shared and collective governance, a track of governance and committee sessions occurred including a town hall meeting.

Paul Ekman and Jac Fitz-Enz gave incredible invited addresses.

Saturday

At 7:00 a.m., 213 members participated in this year's Fun Run, once again hosted by **Paul Sackett**, Pat Sackett, and **Kevin Williams.** Bravo to Paul, Pat, and Kevin for getting that many people out of bed at such an hour following our Friday evening festivities.

The Saturday theme track, chaired by **John Scott**, took place. It covered the state of I-O education. The sessions were well attended, engaging, and impactful.

The conference culminated in the first-ever closing plenary session. Dr. Anthony Rucci gave an extremely interesting address about the core purpose of I-O psychology and the role of human dignity in organizational success. At the end of the plenary, Lois Tetrick passed the gavel to our incoming president Gary Latham who then announced his theme for next year's conference, evidence-based management.

Immediately following the closing plenary, we enjoyed a California wine-tasting extravaganza with numerous wineries represented. Sipping a delicious variety of wine, listening to a terrific jazz combo, and tasting delectable treats such as sushi, brie puffs, and lamb was truly an event to remember and a great way to end an extraordinary conference.

Throughout the Conference

Thanks to **Mindy Bergman** and **Larissa Linton**, the Placement Center served 288 job seekers and 69 employers (several with multiple positions).

More than 100 student volunteers (a record number), coordinated by **Joerg Dietz**, made sure the conference ran smoothly by helping with many behind-the-scenes tasks including conference bag stuffing, sign deployment, registration, and the like.

Dave Nershi and the Administrative Office staff did their usual terrific job of keeping the conference on time, on track, and loads of fun.

Thanks to **James LeBreton** and his committee for helping to coordinate a record number of CE granting sessions.

Remember, if there's a session you missed because there was just too much to do, check out the SIOP Web site. There, you will find streaming audio versions of the conference sessions and a video of Lois's presidential address.

See you in New Orleans!

SIOP 2008 Highlights!

TIP editor Wendy Becker and former editor Laura Koppes review the April issue.

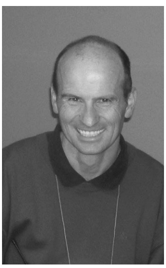
Fred Guest and Charles Kgosana of SIOP South Africa and David Bartram of the UK represent two of the over 40 nations represented at the 2008 conference.

SIOP 2008 brought together presidents of many organizations. Above left: **Lois Tetrick,** SIOP Past President; **Gary Latham**, SIOP President; and Franco Fraccaroli, EAWOP President

Above: **José Peiró**, President, Division of Work and Organizational Psychology, IAAP
Left: **Kurt Kraiger**, SIOP President-Elect, and **Handan Kepir Sinangil**, President-Elect, Division of Work and Organizational Psychology, IAAP

Bob Muschewske, Lowell Hellervik, and Milt Hakel are the driving force behind the creation of the Dunnette Prize.

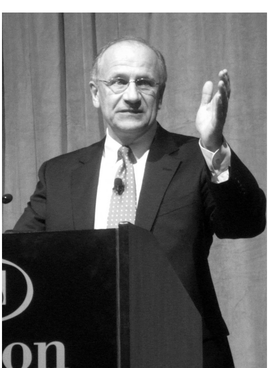
SIOP Member Rosemary Hays-Thomas is executive director of SEPA and John Cornwell is both a SIOP and SEPA member.



Far left: Joerg Dietz served as Volunteer Coordinator. Left: Steven Rogelberg (right, with Scott Tonidandel) served as Program Chair.

Right: Thanks again to the Minnesota State University volunteers for stuffing all the conference bags!

Below: Anthony Rucci's keynote address was entitled "I-O Psychology's Core Purpose: Where Science and Practice Meet."



SIOP 2008 brought together colleagues from all over: Dean Tjosvold (Hong Kong), Harry Hui (Hong Kong), Michael Frese (Germany), John Mathieu (USA), and Jim Farr (USA).

2008 SIOP Award Winners

Wendy Boswell, Chair
SIOP Awards Committee

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2008 SIOP award winners. The following individuals were recognized for their outstanding contributions to I-O psychology at the 2008 annual conference in San Francisco. Congratulations to all of the award winners.

Morgan McCall (University of Southern California)
Distinguished Professional Contributions Award

A senior statesman in the field of leadership, Dr. McCall's pioneering study of executive derailment and his innovative research and conceptual work identifying the experiences important to leadership growth have led to an integrated framework for succession planning, early identification, and job assignments that offer companies a coherent approach to executive development. He was instrumental in creating the Looking Glass simulation for managers, which broke new ground in assessment-for-development methodology. His numerous books, chapters, and articles have broad appeal among practitioners as well as academics, and *The Lessons of Experience* (1988) remains a popular and widely read book. His work continues to inspire his colleagues and influence how corporations use experience to develop leadership talent.

Fritz Drasgow, University of Illinois at Urbana-Champaign
Distinguished Scientific Contributions Award

Lifetime dedication to rigorous research makes Dr. Drasgow an asset to the field of I–O psychology. He has been instrumental in introducing and applying new research methodology and statistical techniques to important and complex problems in the field. The areas of measurement theory and application, computerized testing, and sexual harassment research are among his most important ground-breaking contributions. Specifically, he is recognized as the leading contributor to the application of item response theory in I-O. As a respected, multidimensional scholar, he has served in many advisory roles, mentored numerous students, and sat on 10 journals' editorial boards. Prolific in the top tier of I–O journals, his scientific work has been cited more than 2,500 times.

Mikki Hebl, Rice University
Distinguished Teaching Contributions Award

Captivating. Creative. Challenging. Inspiring. These are just a few of the adjectives former students use when describing the impact of Dr. Hebl's teaching style. The recipient of

most of Rice University's teaching awards and honors, she is skilled at engaging and bringing out the best in her students. She has inspired undergraduates to become I-O graduate students, and graduate students into a growing number of I-O professionals in both academic and practice fields. Her guidance has enabled hundreds of students to develop solid research skills and make important contributions to the literature, especially in diversity and discrimination-related studies. In short, she is the kind of teacher and mentor that students aspire to have in their learning career.

Remus Ilies, Michigan State University
Distinguished Early Career Contributions Award

Earning his PhD in 2003, Dr. Ilies is already an accomplished scholar of I–O psychology. He has published over 30 articles, more than half in top–tier journals. In addition, his work is frequently cited, quite an accomplishment for a young scholar. His research contributions are impressive, focusing on topics such as employee satisfaction and well-being, affect, work–family balance, leadership and group processes, and motivation and self-regulation. In 3 year's time he was promoted to associate professor and awarded a research fellowship. Additionally, he has been recognized with other awards and honors, and invited to sit on the editorial board of several prestigious journals. Although still early in his career, clearly both the quantity and quality of Dr. Ilies' work is exceptional.

David A. Harrison, Daniel A. Newman, & Philip L. Roth
William A. Owens Scholarly Achievement Award

David A. Harrison (Pennsylvania State University), Daniel A. Newman (Texas A&M University), and Philip L. Roth (Clemson University) receive the Owens Award for their article: Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, *49*, 305–325.

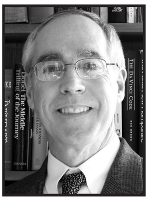



Elizabeth Conjar & Dan Horn
John C. Flanagan Award for Outstanding Student Contribution to the SIOP Conference

Elizabeth Conjar (George Mason University) and Dan Horn (U.S. Army Research Institute) receive the Flanagan Award for their poster "Formal and Emergent Leaders' Cognitive Accuracy in Social Networks."

George Alliger, Winston Bennett, Charles Colegrove,
Rebecca Beard, & Michael Garrity
M. Scott Myers Award for Applied Research in the Workplace

The 2008 Myers Award is presented to George Alliger (The Group for Organizational Effectiveness, Inc.), Winston Bennett (Air Force Research Lab, Human Effectiveness Directorate), Charles Colegrove (Air Combat Command, Flight Operations Division [Alion Science and Technology]), Rebecca Beard (The Group for Organizational Effectiveness, Inc.), and Michael Garrity (Aptima, Inc.) for their work entitled "The Development and Validation of a Competency Based Approach to Improving Decision Making: Mission Essential Competencies^{SM}."





Subrahmaniam Tangirala
S. Rains Wallace Dissertation Award

Subrahmaniam Tangirala (University of Maryland) receives the 2008 Wallace Award for his dissertation "Exploring Non-Linearity in Employee Voice: The Effects of Personal Control and Organizational Identification."

Frank D. Golom & Benjamin E. Liberman
Best Poster on Lesbian/Gay/Bisexual/
Transgender (LGBT) Issues
at the SIOP Conference

Frank D. Golom not pictured.

Frank D. Golom and Benjamin E. Liberman (both of Teacher's College, Columbia University) receive the LGBT Award for their paper "'Think Manager, Think Male': Stereotypes of Gay and Lesbian Managers."

Elizabeth Conjar
Robert J. Wherry Award for the
Best Paper at the IOOB Conference

Elizabeth Conjar (George Mason University) receives the Wherry Award this year for her presentation "The Impact of Task and Relationship Conflict on Team Structure: A Social Network Approach."

Ari Malka
Leslie Joyce and Paul W. Thayer Fellowship

Ari Malka (University of Houston) receives the Joyce and Thayer award for his research entitled "Effects of GMA and LMX on Task and Contextual Performance."

Liu-Qin Yang
Lee Hakel Graduate Student Scholarship

This year's Lee Hakel Graduate Student Scholarship recipient is Liu-Qin Yang (University of South Florida). Her winning paper is "Physical Violence in Nursing: A Longitudinal Examination."

Sonia Ghumman & Whitney Botsford
Graduate Student Scholarships

Sonia Ghumman (Michigan State University) receives a SIOP scholarship for her work entitled "Formal and Interpersonal Discrimination Towards Job Applicants Who Wear Religious Attire."

Whitney Botsford (George Mason University) also receives a Graduate Student scholarship for her work, "Clarifying the Career Decisions of Mothers and Identifying Organizational Strategies to Retain Mothers."

Lisa Finkelstein, Kurt Kraiger, & Jerry Wittmer
Nathan Bowling, Jeffery Labrador, & John McKee
Small Grant Awards

Lisa Finkelstein (Northern Illinois University), Kurt Kraiger (Colorado State University), and Jerry Wittmer (State of Colorado) are being awarded a small grant for their research "Organizational and Process Influences on the Effectiveness of Formal Mentoring Programs."

Nathan Bowling (Wright State University), Jeffery Labrador, and John McKee (both of Kenexa) receive their small grant for "Organizational Commitment and Job Performance: Is the Relationship Spurious?"

2008 SIOP Awards Committee

Janet L. Barnes-Farrell
Murray R. Barrick
Bradford S. Bell
Suzanne T. Bell
Wendy R. Boswell, Chair
Jennifer P. Bott
Margaret E. Brooks
Douglas J. Brown
Wayne J. Camara
Wanda J. Campbell
David Chan
Gilad Chen
Neil D. Christiansen
Patrick D. Converse
Michael D. Coovert
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Aleksander P. J. Ellis
Wendi J. Everton
Robert G. Folger
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Jerald Greenberg
Gary J. Greguras
Paul J. Hanges
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Remus Ilies
Ronald D. Johnson
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Roni Reiter-Palmon
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Linda R. Shanock
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Jerel E. Slaughter
Darrin Sorrells
M. Susan Taylor
J. Craig Wallace
John D. Watt
Howard M. Weiss
Stephen J. Zaccaro
Seth Zimmer

Announcement of New SIOP Fellows

George P. Hollenbeck
Hollenbeck Associates

We are delighted to announce that 21 SIOP members were honored at the San Francisco conference with the distinction of Fellow.

FYI: The 2008 Fellow nominations process goes online on **July 1**. Visit the SIOP Web site for the process.

Here are the new Fellows:

Tammy Allen, University of South Florida

Dr. Allen is recognized for her pioneering, programmatic, and influential work in the areas of mentoring, work–family relationships, and organizational citizenship behavior. Her research on these topics is considered must reading and is exemplary in its depth and breadth, incorporation of a wide range of methodologies, and its integration of multiple perspectives. Her scholarly contributions have been recognized through multiple awards. She currently serves as an associate editor of the *Journal of Applied Psychology* and *Journal of Occupational Health Psychology.*

Maureen Ambrose, University of Central Florida

Dr. Ambrose is recognized as one of the leading researchers in organizational justice, computerized performance monitoring, and individual ethics. Her work has also stimulated new research directions that integrate macro- and micro-level determinants of justice and its outcomes. In particular, she has explored the impact of organizational context factors such as structure and climate on individual-level processes including justice judgments, ethical decision making, and emerging employee attitudes. In addition to her research, she has served in a variety of editorial and administrative leadership roles within the profession.

Julian Barling, Queen's University, Ontario, Canada

Dr. Barling is recognized as a prolific and influential researcher. His work has impacted many areas of industrial-organizational psychology. He has made seminal contributions to the study of work and family interactions, unionization, leadership, workplace violence, and occupational health psychology. His work is noted for both its methodological rigor and substantive impact. He is a Fellow of the Royal Society of Canada, past editor of the *Journal of Occupational Health Psychology*, and the recipient of national awards for teaching and research.

Robert Baron, Rensselaer Polytechnic Institute

Dr. Baron has contributed to several areas of research, including factors influencing the outcome of job interviews, designing effective informal negative feedback, influence of the physical environment on task performance, and workplace aggression and violence. His most recent work involves efforts to export the principles, findings, and research methods of I-O psychology to the field of entrepreneurship, where as a key player he was involved in the development of the *Strategic Entrepreneurship Journal*. He has served on the boards of many journals and is the author of major journal articles, all of which include extensive coverage of I-O psychology.

Allan Church, PepsiCo

Dr. Church is recognized for his wide-ranging professional contributions as a scientist and practitioner, having published more then 30 refereed articles and numerous book chapters, most notably including his definitive contributions regarding the use of multisource feedback in leadership and organizational development. His active and continuous service to the profession is highlighted by his tenure as *TIP* editor, co-editor of the SIOP Professional Practice Series, chair of the Mayflower Group, and membership on numerous editorial boards including *Personnel Psychology* and the *Journal of Applied Behavioral Science*.

Lillian Eby, University of Georgia

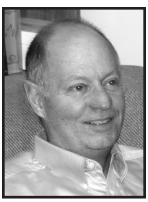
Dr. Eby is among the leading researchers in the study of mentoring in the workplace, demonstrating among other things the impact of negative mentoring experiences. She has published more than 50 articles in leading journals on mentoring and other topics, including career development, job attitudes, personality, teams, and work–family. Since receiving her doctorate in 1996, she is the second most published scholar in the *Journal of Vocational Behavior*. She currently serves as associate editor for *Personnel Psychology* and is a permanent member of the National Institutes of Health Office of Extramural Research.

Cynthia Fisher, Bond University, Queensland, Australia

Dr. Fisher is best known for her pioneering work on feedback and performance appraisal, organizational socialization, attitude–behavior relationships, and more recently, emotions in the workplace. She is a co-author of one of the best-selling HR management texts, and her articles have been cited more than 1,500 times in SSCI. She was among the first to use experience

sampling methodology to study within-person momentary processes at work, demonstrating in particular that job satisfaction and performance correlate within-person although this is not evident in traditional between-person research.

Deborah Gebhardt, Human Performance Systems, Inc.
Dr. Gebhardt is widely known for her contributions in the areas of physical performance evaluation and medical guidelines development. Her interdisciplinary and basic research approach to integrating work demands with the physiological and medical requirements has resulted in reductions in adverse impact, on-the-job injuries, and lost work days, while identifying levels of competency that reflect effective job performance. Her research and methodology to identify the level of a medical condition that limits/precludes effective job performance has been adopted by numerous public- and private-sector organizations. Her ability to blend job requirements with the scientific correlates exemplifies the science–practitioner model.

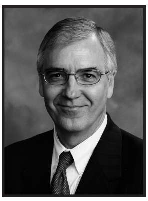


Rodger Griffeth, Ohio University
Dr. Griffeth's primary research area has been in understanding and prediction of employee turnover. He and his colleagues have discovered and validated a process by which employees decide whether to leave their current organization, showed the usefulness of realistic job previews for reducing professionals' turnover, validated a universal theoretical underpinning of turnover thinking that perceived alternative job opportunities as ways to assess labor market impressions, showed that performance visibility and reward contingency both moderate the performance–turnover relationship, and developed statistical adjustments to maximize the relationships between turnover and predictors when base rates are non-optimal.

Michael Harris, University of Missouri
Dr. Harris is recognized for his outstanding research contributions that have advanced our understanding of the nature of performance assessments, the meaning of assessment center ratings, and the nature of constructs assessed within employment interviews and nontraditional assessment procedures. His scholarly works have engendered debates that continue to this day on the meaning of scores obtained within assessment procedures such as interviews and assessment centers. He has served on the editorial boards of most leading journals in applied psychology and as an editorial board member of *TIP* and SIOP's Professional Practice Series.

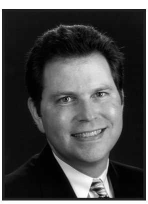
Beryl Hesketh, University of Western Sydney, Australia

Dr Hesketh has made outstanding contributions as a scholar, teacher, and mentor and in service to the I-O psychology profession. Her applied research has involved novel approaches to decision making and measurement in the context of vocational choice, selection decisions, and training. She has great ability to integrate theory and practice to solve significant, practical problems. Through her leadership, I-O psychology has been significantly advanced in Australia and New Zealand. In addition to her substantial contributions to university administration, she served on the editorial boards of the *Journal of Applied Psychology, Journal of Vocational Behavior*, and *International Journal of Selection and Assessment*.



Calvin Hoffman, LA County Sheriff's Department

Dr. Hoffman is an exemplary scientist–practitioner who has had influence at several levels. He is among the most highly published practitioners in the field, yet his work always has a practical focus. His work on job component validity, test transportability, validation strategies with small sample sizes, and applications of the PAQ are highly cited and often used by practitioners dealing with real-world problems. In addition, Dr. Hoffman has been an adjunct faculty member of several universities and is a past president of the Personnel Testing Council of Southern California.



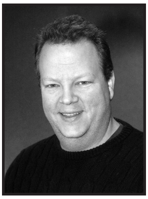
Howard Klein, The Ohio State University

Dr. Klein is one of the foremost authorities on the topic of work motivation, especially as it relates to goal setting. In terms of conceptual contributions, his theoretical model of goal commitment is one of the most highly cited, and his theoretical model based on control theory has also been one of the highest cited models of work motivation in general. In terms of empirical contributions, he has also developed the most widely used measure of goal commitment and been a leader in mapping out the antecedents and consequences of this construct.

Robert Liden, University of Illinois at Chicago

Dr. Liden is best known for his work on leader–member exchange theory. Among his contributions are his conceptualization of leader–member exchange as a multidimensional construct and his placement of exchange relationships into the broader context of social networks. His notable empirical contributions to the theory include the longitudinal analysis of the influences of liking and similarity in the development of leader–member

exchange. His distinguished record of publication includes four best-publication awards, and his substantial research citation count reflects his influence as a highly productive theorist and empiricist.



Rodney McCloy, HumRRO

Dr. McCloy is recognized for his contributions to the science, practice, and teaching of I-O psychology. Of particular note is his development and testing of a job performance measurement model, which takes into account the ability of predictors to account for individual differences in performance. He has also produced seminal research in the area of personality assessment, tackling the issues of response distortion in applied settings. He develops creative solutions that address practical realities of organizational problems by modifying rather than watering down the science on which they are based.

S. Morton McPhail, Valtera Corporation

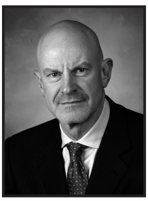
Dr. McPhail has made significant contributions to the practice of I-O psychology and to the effectiveness of organizations in two related areas: (a) high-quality, evidenced-based personnel selection procedures and (b) presentations and publications on how to conduct innovative validation of selection procedures. These experiences culminated in the edited book, *Alternative Validation Strategies: Developing New and Leveraging Existing Validity Evidence*. He has contributed to the I-O profession by mentoring many professionals, interns, and students; to the courts by providing expert testimony in employment litigation cases; and to scores of organizations through scientifically based human resource management practices.

Frederick Morgeson, Michigan State University

Dr. Morgeson is recognized for diverse empirical and conceptual contributions. His research explores the role leaders can play in self-managing teams and how leader–follower relationships impact outcomes. His research in the job analysis, work design, and work teams areas examines fundamental questions about how work is structured and how people perceive their work. His research also concerns the effectiveness and consequences of different selection techniques. APA's Distinguished Scientific Award has recognized his scholarly work for Early Career Contributions to Psychology. He currently is an associate editor of *Personnel Psychology* and editorial committee member for *Annual Review of Psychology*.

Philip Podsakoff, Indiana University

Dr. Podsakoff's research program began with an interest in leader effectiveness, a theme that has unified his scholarly endeavors. His empirical contributions in respect to leadership reinforcement contingencies, transformational leadership, and substitutes for leadership are widely recognized. For the last 20 years his research has inquired into the linkages between leadership and organizational citizenship behavior. Simultaneously, he has concerned himself with systematizing the value of self-reports in organizational research. Seven of his published articles qualify as "classics" because of the frequency with which they are cited.



Jack Wiley, Kenexa Research Institute

Dr. Jack W. Wiley brings the highest levels of professional conduct and scientific rigor to his work with clients. His practice and research have focused on creatively linking employee surveys with organizational performance, especially customer satisfaction. This work has received acclaim for both its scientific rigor and its managerial implications. He has freely shared his findings with colleagues through numerous journal publications, chapters, and SIOP presentations. In addition, Dr. Wiley developed WorkTrends™, an employee opinion normative database that has become a rich source of information, quoted both in scholarly studies and the popular press worldwide.

Dov Zohar, Technion-Israel Institute of Technology

Dr. Zohar is recognized for being the "founding father" of safety climate research by introducing the construct over 25 years ago. His original definition and measurement scale continues to be widely used around the world today. His recent contributions include the development of a multilevel theory of organizational climate, the investigation of both leadership and social interaction as climate antecedents, and the development and evaluation of leadership-based interventions designed to change organizational climate. He has been awarded the Lifetime Achievement Award in Occupational Health Psychology.

SIOP Program 2009: New Orleans

John C. Scott
APT, Inc.

Although the 2008 conference has just ended, there is already considerable excitement building for the 2009 annual conference in New Orleans. The 2009 conference program planning team is hard at work, and we are open to your suggestions (you can e-mail me at JScott@aptmetrics.com).

The 3-day program format will continue, and we will once again be offering the highly rated master tutorials, Friday seminars, communities of interest, interactive posters, peer-reviewed programming, keynotes, and Thursday and Saturday theme tracks. Next year's theme tracks, which are essentially conferences within a conference, will continue to provide in-depth programming around cutting-edge topics that appeal to both academics and practitioners. Thursday's theme track will focus on evidence-based management, and Saturday's track will concentrate on corporate social responsibility. In conjunction with the corporate social responsibility theme, we plan to arrange some volunteer and outreach activities in the New Orleans community. These plans will be communicated well in advance so you can plan accordingly.

Now is the time to begin preparing your submissions for 2009! Below is a timeline to keep in mind:

- **Late June 2008: Reviewer recruitment.** Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP members are needed as reviewers. If you have never reviewed for SIOP, now is the time to start. If you haven't reviewed in several years, we need you back. Your service to SIOP as a reviewer is critical to the success of the program.
- **Early July 2008: Call for Proposals.** The Call for Proposals will be available (electronically) in early July. Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address. Note that the Call for Proposals will only be available electronically.
- **September 10, 2008: Submission deadline.** The submission process will continue to be entirely electronic with no paper submissions. More details about the submission process will be provided in the Call for Proposals.
- **Late September 2008: Submissions sent out for review.**
- **Late October 2008: Reviews due back.**
- **Early December 2008: Decision e-mails.** Submitters will be sent (electronic) decision letters regarding their submissions.
- **Spring 2009: Program published.** The conference program will continue to be published both in paper form and on the Web.

An Update on the *Journal of Applied Psychology*

Steve W. J. Kozlowski, Incoming Editor
Michigan State University

Up and Running!

On January 1 of 2008 (12:00 AM to be precise), the Editorial Office for the *Journal of Applied Psychology* transferred from **Shelly Zedeck**, the outgoing editor, to me, the incoming editor. This first year is one of transition. Shelly's office will continue to handle manuscripts submitted prior to 2008 (although by the time you read this update, most manuscripts should have proceeded to closure) and will continue to publish accepted papers through the end of the year. At the same time, the incoming editorial team will be handling new manuscripts. Papers accepted by the incoming team will begin to publish early next year as the transition concludes.

I have been fortunate to have recruited a superb team of associate editors, spanning a wide range of expertise and scholarship across the globe:

Tammy Allen, University of South Florida
Neil Anderson, University of Amsterdam
Gilad Chen, University of Maryland
David Day, Singapore Management University (moving to the University of Western Australia)
Sharon Parker, University of Sheffield
Rob Ployhart, University of South Carolina
Quinetta Roberson, Cornell University (moving to Villanova)
Eduardo Salas, University of Central Florida
Jing Zhou, Rice University

In addition to my team of associate editors (AEs), the quality and reputation of the journal is substantially influenced by the visibility and quality of the Board of Consulting Editors (CEs), who are the backbone of the review process. We have an exceptional Editorial Board! I was able to negotiate an increase in the size of the board to 150 CEs (up from 115). In assembling the incoming board, the AEs and I crafted a merit-based process. We first carefully considered members of the prior board based on the quality of their reviews and conscientiousness (i.e., timeliness and willingness to review).[1] Approximately two-thirds of prior board members were invited to join the incoming board, comprising about half of it. Next, the AEs and I carefully considered the many reviewers who had long provided ad hoc service to the journal, as well as visible scholars who could contribute to our breadth of expertise. We are very pleased with our Board of Consulting Editors!

[1] The Journal Back Office System (JBO) compiles ratings of review quality provided by the action editor for each review, timeliness in terms of days to return a completed review, and the frequency of "declines" to review.

The Review Process

Our goals for the editorial review process at the *Journal of Applied Psychology* are (a) high-quality and constructive reviews, (b) timeliness, and (c) committed reviewers. First, a review process should be a dialog among peers. We encourage reviews that are substantive and not merely evaluative (i.e., they explain a concern, not assert a pronouncement), constructive, and designed to facilitate improvement where possible; all research can be improved and the review process should facilitate this endeavor. Second, reviewers are asked to complete their review within 30 days of receipt of a manuscript. This facilitates timely feedback and decisions to authors who are understandably concerned about the status of their manuscripts. Third, the journal has a substantial and ever-growing flow of manuscripts. There were 730 new manuscripts in 2006, 809 in 2007, and we are on a similar growth trajectory for 2008. There are two important aspects of scholarship: generating new knowledge and vetting it. Good scholars contribute to both aspects. We need CEs and ad hoc reviewers who understand the importance of the review process and are committed to it.

One point I would like to highlight is that the primary path to an invitation to join the Board of Consulting Editors is through service as an ad hoc reviewer. The ad hoc reviewers who were invited to become CEs had (a) achieved visibility and career stability (i.e., tenured or nearly so); (b) published in the journal and other top-tier sources; (c) amassed considerable experience reviewing for the journal; and (d) compiled good ratings for quality, timeliness, and willingness to review. I anticipate continued increases in our CE Board as the journal continues to grow. To serve as an ad hoc reviewer, you must have received your PhD (APA policy) and you should have experience publishing in the *Journal of Applied Psychology* and/or in other top-tier journals to establish a basis for your expertise. If you are interested in volunteering your services as an ad hoc reviewer for the journal, please send a short e-mail and a copy of your vita to japplied@msu.edu.

What's Next?

In approximately 6 months I will publish an editorial that describes my vision and the goals of this editorial team. Because that is still a bit of a ways away, I would like to close with a brief preview of the kind of scholarly evolution we would like to see for the *Journal of Applied Psychology*. First, the foundation of the journal has been and will remain publication of rigorous empirical investigations that advance theoretical understanding of applied psychology in the workplace (broadly defined). That is what we do and no one does it better; the *Journal of Applied Psychology* is the largest journal (i.e., publishes more articles and more pages) covering the industrial and organizational psychology, organizational behavior, and human resource

management topic areas. Second, we would like to see the journal publish more integrative theory (i.e., synthesis and extension) and primary theory (i.e., new theory) that will stimulate research. I would emphasize that we are not interested in literature reviews per se. Rather, we seek theoretical contributions that organize, integrate, and synthesize areas of inquiry, and push the boundaries of conceptual understanding in ways that will prompt new research. It has been many years since the journal published a theoretical monograph (well over a decade, I believe). The editorial team would like theoretical articles to be a more prominent aspect of the journal. Third, we are receptive to manuscripts reporting basic descriptive research on important psychological phenomena that are unknown, poorly documented, or not well understood and that advance theory. This does not mean we are interested in descriptive research on anything and everything. Rather, there are simply many phenomena that cannot be theoretically deduced and yet are important to know for theoretical progress to be made. For example, in my own areas of research, we know very little about the time frames for the processes of socialization or team development. Or, consider that the millennial generation appears to have very different values and attitudes toward work and careers, which have implications for selection, training, retention, and career development. Knowledge of these issues of time or value shifts cannot be resolved by theory alone, we need data! Well-conducted descriptive research on important and provocative topics is of interest. Finally, we are receptive to rigorous qualitative research to study phenomena that are not easily investigated via quantitative methods.

The Journal of Applied Psychology is truly an extraordinary collective enterprise. With your help—as contributors, reviewers, and readers—the journal will continue to be a leading source of scholarship for advancing the understanding and application of psychological theory in the workplace.

Secretary's Report

Tammy D. Allen
University of South Florida

The annual spring meeting of the Executive Committee (EC) of SIOP was held on April 13 at the Hilton in San Francisco after the conference. In attendance were the voting members of the EC as well as most of the incoming, current, and outgoing committee chairs. Brief highlights of the meeting are provided in this report. More detailed meeting minutes are available at the SIOP Web site.

Outgoing President **Lois Tetrick** thanked all committee chairs for their service during the last year. **Kurt Kraiger** reviewed the planned change in governance. Information regarding the changes can be currently found on the SIOP Web site. Members will be invited to vote electronically regarding the proposed changes over a 3-week to 1-month period of time.

Several efforts with regard to science advocacy were discussed. **Ruth Kanfer** and **Seth Kaplan** organized a science forum on aging and the workforce in March in collaboration with the Federation of Behavioral, Psychological, & Cognitive Sciences. **Steve Kozlowsk**i is forming a task force that will focus on developing infrastructure, skills, and mechanisms for science advocacy.

As part of President **Gary Latham's** initiative to enhance the international influence and visibility of SIOP, three international guests attended the meeting. They were Franco Fraccaroli, president of the European Association of Work and Organizational Psychology (EAWOP), **José M. Peiró,** president of Division 1 (Organizational Psychology) of the International Association of Applied Psychology (IAAP), and **Handan Sinangil**, president-elect of IAAP, Division 1. Our guests shared a vision for organizational psychology to have global impact.

The new SIOP journal continues to flourish under the editorship of **Paul Sackett.** All SIOP members are encouraged to offer commentaries to the focal articles, which can be found posted on the SIOP Web site.

The San Francisco conference was a huge success and our second highest attended conference. The new 3-day format and innovations made to the program appear to have been warmly received. The fall consortium will be held in Cincinnati in October and the topic will be coaching.

Discussion was held regarding issuing policy statements. APA has been able to use them effectively to gain visibility. Further discussion on this topic is planned for the September meeting.

Some other highlights of the exciting activities occurring within SIOP include a new online volunteer management system spearheaded by **Talya Bauer**, work by **Doug Reynolds** and the Visibility Committee with the firm Marketing General, and enhanced electronic communications being planned by **Ted Hayes**. Members should also be receiving information regarding the results of the practice survey conducted by **Rob Silzer** and the Practice Committee.

In closing, I am delighted to have been elected to serve SIOP as secretary. I want to thank **Lisa Finkelstein** for her fantastic past work as secretary and for her support in helping me transition into this role. Feel free to contact me with any questions or comments about the report at tallen@shell.cas.usf.edu.

The SIOP State Affairs Committee Seeks Members

Judith Blanton

SIOP believes that I-O psychologists must be increasingly aware of (and influence) laws and regulations that may impact its practice. The State Affairs Committee is seeking members who will take responsibility for keeping the Society informed of any activities in a state or province that may have implications for our members. The assignment may be for your own state or others. This requires periodically contacting the Board of Psychology by phone or reviewing its Web site. In addition, it would involve making contact with or joining a state or provincial psychological association. For example, we are discussing how SIOP members can help state associations promote the Psychologically Healthy Workplace Award that is awarded by states with a national award by APA. Please see the volunteer application and committee description on the SIOP Web site. For further information, e-mail jblanton@rhrinternational.com or call Judith (Judy) Blanton at (626) 683-9133.

Third Annual Junior Faculty Consortium Report (2008)

Mark C. Frame
University of Texas at Arlington

Jessica Bagger
Sacramento State University

The Third Annual Junior Faculty Consortium (JFC) was held on Wednesday, April 9, 2008. Twenty-four participants from around the world learned about enhancing their research, improving their publication efforts, teaching more effectively, and putting together the all-important tenure package.

The morning started with an informal networking session followed by presentations about conducting high-impact research. **Stephen Gilliland, Scott Morris**, and **Miguel Quiñones** discussed the development and progress of their respective programs of research and some of the challenges they experienced along the way. After lunch the JFC attendees were treated to the editorial insights of **Peter Bamberger, Michael Burke, Scott Highhouse, Lynn Shore,** and **Lois Tetrick**. The panelists discussed the review process, impact factors, and the submission process. The "How I Managed the Tenure Process and Remained Reasonably Sane" panel, presented by **Lisa Finkelstein, Quinetta Roberson, Chet Robie,** and **Paul Tesluk**, was both informative and fun. In this JFC tradition, attendees heard some of the do's and don'ts of being a junior faculty member as well as a few "colorful" stories that reminded those in attendance of the need to keep things in perspective and find the right person–job fit. The final session of the JFC focused on getting undergraduates more involved and excited about the field of I-O psychology. **Mark Agars, Peter Bachiochi, Michelle (Mikki) Hebl,** and **Janet Kottke** shared their thoughts, experiences, and some best practices with the JFC participants. JFC participants, panelists, and alumni gathered afterwards for drinks, conversation, and more networking.

Some JFC participants have been in academia for a few years and some were considering a transition into an academic position. The postconsortium survey revealed that JFC participants enjoyed the diversity of the topics and the sincerity of the panelists. As one attendee said at the end of the day, "This answered questions that I didn't even know I should be asking!" The JFC is an opportunity for pretenure faculty to learn from those who have successfully run the gauntlet of tenure and promotion. On behalf of the all of the 2008 JFC attendees, we thank the panelists for their time, effort, and tutelage. We thank **Wendy S. Becker, Joyce E. Bono,** and **James L. Farr** for allowing us to take the reins of the JFC, and we are looking forward to another great JFC in New Orleans. Laissez les bon temps rouler!

2008 Master's Student Consortium Report

Dan Sachau*
Minnesota State University

Sixty-two students, representing 36 graduate programs, participated in the Second Annual SIOP Master's Student Consortium on Wednesday, April 9 at the Hilton San Francisco.


Speakers (L to R): C. J. Duvall, Mike Dolen, Warren Lindley, Genevieve Coleman

The consortium was designed for students enrolled in master's programs in I-O psychology and OB/HRM. The program included workshops conducted by speakers who graduated from I-O master's programs and have excelled as managers and consultants. Student participants were nominated by their graduate program directors. Speakers met with small groups of students and discussed issues related to finding, keeping, and getting promoted in I-O-related jobs.

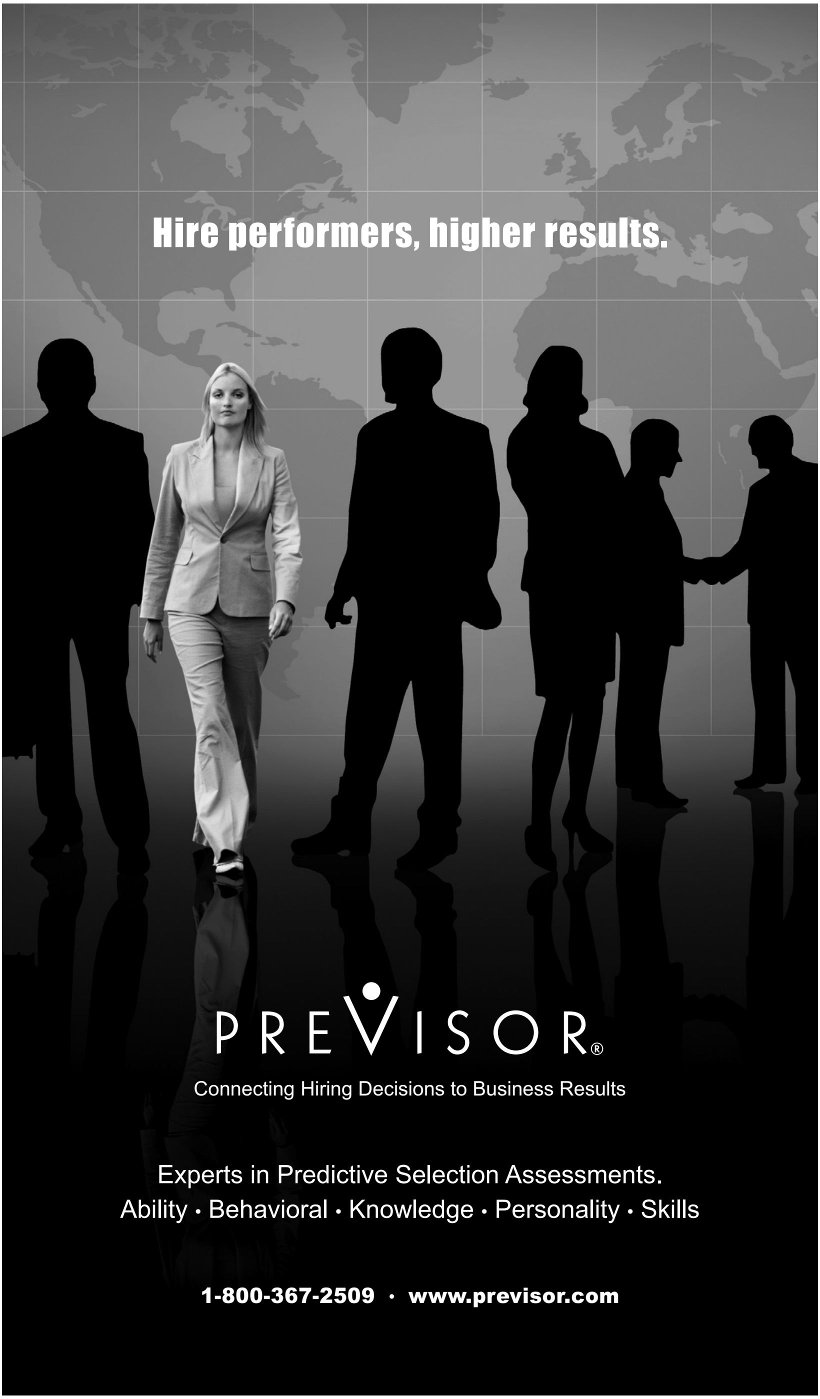
The speakers included:

- Genevieve Coleman, vice president of Client Services, Global LEAD, Inc., graduate of Xavier University presented "The Myths and Realities of Management Consulting: Practical Insights Into the Role of Consultant."
- Mike Dolen, managing partner, Global Survey Practice, Kenexa, graduate of California State University, San Bernardino presented "From the Classroom to the Conference Room to the Boardroom: Tips for Managing your Career."
- C. J. Duvall, executive vice president of Human Resources, Alltel Corporation, graduate of Indiana University-Purdue University Indianapolis presented "When I-O Makes Cents: Creating Financial Value in the Corporate World."
- **Warren Lindley**, Sr. human resources business partner, Global Marketing-Kellogg Company, graduate of Southwest Missouri State University presented "Finding and Keeping Your Edge: 10 Keys to Differentiating Yourself in Today's Workplace."

I would like to thank the speakers, **Steve Lagle** (volunteer from Minnesota State), and the consortium committee: **Scott Eggebeen, Barbara Fritzsche, Mike Helford,** Patrick McCarthy, **Nora Reilly,** and **Pauline Velez** for helping make the consortium such a success.

Next year, Pauline Velez will chair the Consortium Committee. The consortium will be held on Wednesday, April 1 in New Orleans. Graduate program directors will receive nomination forms in the fall. Enrollment will be limited so directors will need to act quickly.

*sachau@mnsu.edu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2008 SIOPen

Ron Landis
University of Memphis

Neither wind, nor canceled flights, nor Olympic torch relays could stop the 2008 SIOPen from being held at beautiful StoneTree Golf Club in Novato, CA. Thirty-six players competed for the coveted Hugo Cup. Team members **Tanner Bateman, Sasha Chernyshenko,** Thomas Dallam, and **John Donovan** took home the Cup. Finishing a close second was the team of **Wink Bennett, Bryan Edwards, Chuck Lance,** and **Dave Woehr**. The winner of "closest to the pin" on hole #10 was **Marc Berwald** and "longest drive" honors on Hole #16 went to Chuck Lance. Several folks deserve special thanks for assisting with the event this year including Dave Nershi and Linda Lentz at the SIOP Office, the staff of StoneTree Golf Club for hosting the event, **David Costanza** for helping with coordination on the day of the event, and all those who took part in the SIOPen. Plans are already underway for the 2009 event in New Orleans, LA.

Hugo Cup winners: Thomas Dallam, Tanner Bateman, John Donovan, and Sasha Chernyshenko

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The annual SIOP conference is always a rich source of news stories for reporters and the San Francisco conference was no exception. Several presentations caught the attention of reporters and found their way into various media.

Perhaps the best part was that more writers became aware of I-O psychology and the value it brings to the workplace.

Of course, not all SIOP members' media mentions came as a result of the conference, but as usual, SIOP members are contributing to news stories on an ongoing basis, which is good for the visibility of I-O psychology and SIOP.

Following is some of the news coverage that has occurred in the past several months:

Ben Dattner of Dattner Consulting in New York City was quoted in the April 23 *Houston Chronicle* for a story about the benefits companies derive from encouraging workers to express themselves. Creativity among employees is more important than ever. Retailers are in a competitive economy trying to find ways to distinguish themselves and often the edge comes from employee ideas. There are times when employees come up with valuable ideas that actually become company policy, he added.

Traditionally, mentors have been older and wiser than the protégé. Now the mentor may be wiser, but not necessarily older, says **Belle Rose Ragins** of the University of Wisconsin at Milwaukee in an April 11 *Newsday* story. It's called "reverse mentoring," and it's becoming more common in organizations. She advises people to set aside stereotypes and age biases, which she admits is not always easy to do. She suggests those seeking mentors look for someone who has empathy, the ability to give negative feedback in a supportive way, and an understanding of how people learn.

Jennifer Deal of the Center for Creative Leadership contributed to several news stories in April. In a *New York Daily News* article, Deal noted that both older generations and younger generations place their families as a top priority, though they seem to apply their family values differently. In her book, *Retiring the Generation Gap: How Employees Young and Old Can Find Common Ground*, the top value of workers of all ages was family. She noted that putting family first for older workers meant long working hours, sometimes two jobs. Younger workers, though, often put family first by working fewer hours and spending more time at home.

In a *Springfield* (MO) *Business Journal* story, Deal listed five workplace qualities that workers of all generations seek from their leaders: credibility, trustworthiness, supervisors who listen to them, leaders with vision who can set a course and navigate the way, and leaders who encourage and support their employees.

In an April 22 *Maine Business Journal* story about how organizations can survive in difficult economic times, **Ken DeMeuse** of Lominger International was asked to provide tips about handling layoffs. First, he said, executives and owners need to identify who on the staff is best suited to excel at their present task, adapt to changes, and contribute to future success of the business. "Too often layoffs are based upon seniority and that is not a good indicator of who to keep," he said. He also said that organizations should be honest with their employees. "People would rather hear the bad news than be misled," he said. And don't promise employees that the layoffs are over because if there is a second or third wave of layoffs, management will lose all credibility with employees.

Coverage by the *Toronto Globe and Mail* (April 14) of the San Francisco SIOP conference focused on the millennial generation in the workplace. Research shows that those born between the early 1980s and 2000 are not a bunch of job hoppers seeking instant gratification as popularly believed. **Evan Sinar** of Development Dimensions International noted perhaps the greatest misconception is that young people are not as engaged in their work as their Gen X and Baby Boomer colleagues. On the contrary, millennial workers are just as enthused and invested in their jobs as any other generation, he said.

In the same *Globe and Mail* article, Jennifer Deal of the Center for Creative Leadership pointed out that the generations are not all that different. She suggests that employers treat workers as individuals who all deserve respect, decent working conditions, and opportunities to learn and grow in their jobs.

For an April 11 story on employee retention in *Investor's Business Daily*, the writer talked with **Frederic Frank** of Maitland, FL-based TalentKeepers. In order to stem the tide of valued employees leaving for other jobs, many firms are paying more attention to keeping skilled employees. Contrary to popular belief, many people don't change jobs because of better pay; many leave because they are discontented with their bosses, says Frank. "If the boss isn't skilled at building trust or developing a climate that challenges and supports people, employees will leave," he said.

Nancy Stone of Creighton University provided some research-based comments for an April 7 *Forbes* magazine story about whether windowless offices contribute to employee success and productivity. Workers are happier performing creative tasks if they have a window in their office, she found. "They were using windows for inspiration. When they had a boring task, not having a window made it worse; employees were unhappy." On the other hand, having windows in their office distracted workers performing computational tasks, she said.

Jim Thomas of Development Dimensions International and **Robert Hogan** of Hogan Assessment Systems contributed to an April 3 *New York Times* story about the growing number of organizations using assessments when hiring or promoting employees. Assessment creators make the point that the alternative, the personal interview, is anything but scientific. Assessments also have a proven

track record and when properly administered and evaluated provide results that can correlate highly, though not perfectly, with job performance and satisfaction.

A SIOP conference presentation about hiring people for high-risk jobs was featured by the *United Press International* in March and appeared in a number of papers around the country. **Kelley Krokos** of the American Institutes for Research said assessing a candidate's cognitive ability to learn all aspects of the job and as well as measuring personality fit for the position will help find those who can perform up to high expectations in jobs such as law enforcement, firefighting, trauma center, and nuclear facility where decisions have to be made quickly. "Not everyone is well suited to work in a high-risk job," she said. When a person doesn't work out, it may not be the fault of the selection process, **Lycia Carter** of Aon Consulting noted. "Selection doesn't occur in a vacuum. If there is a performance problem you have to look at all potential causes, not just the selection process. There are training and performance management considerations as well," she said.

Laura Mastrangelo of Frito-Lay chaired a SIOP conference symposium on generational differences, which was the subject of several news stories including one in the March 24 *Insurance Journal*. Organizations are facing challenges in maintaining their workforce given the expected exodus of Baby Boomers and managing a multigenerational workforce. One constant for both issues is that organizations must strengthen recruiting and retention efforts because it is a competitive market for attracting the best employees, she said.

The April issue of *Popular Science* referred to a study conducted by **Dov Eden** and his team at Tel Aviv University that found that university faculty who stayed connected to their work through computers and cell phones did not receive a psychological relief from chronic job stress that vacations are supposed to provide. Time off is as important to productivity as work itself, he said. Ongoing stress can lead to burnout and chronic diseases so worker "refreshment" is a plus for both workers and the organization.

Rebecca Schalm of RHR International contributed to an April 21 *Wall Street Journal* story describing how some employers are improving retention rates by offering employees seeking career changes the opportunity to move into new roles within the company. However there can be some downsides, Schalm warned. For one, the change can build expectations for workers that can't be fulfilled. "Someone's aspirations may not line up with the organization's perceptions of them or their needs," she said.

Also, Schalm was quoted in a February 7 *Toronto Globe and Mail* article about succession planning in entrepreneurial companies.

The April issue of *HR Performance* sought comments from practitioners, including **Wendell Williams** of ScientficSelection.com about the best and worst hiring practices. He advised bringing a diverse range of people into organizations, which will create a more well-rounded company as well as reduce liability when it comes to federal regulations.

Most people will say they do not like meetings, that they are a waste of time. But a study by **Steven Rogelberg** of the University of North Carolina at Charlotte, indicates that many meeting moaners are really faking. His findings were reported in various media, including the March 11 *Wall Street Journal* and National Public Radio on March 18. Rogelberg and his colleagues surveyed 800 employees across the country about their opinions on meetings. Of the 50% who complained about meetings, 60% of those complainers admitted they didn't mind them that much. Rogelberg said people complain because it is socially acceptable to do so.

People who have done well in an organization often credit mentors as being important to their success. Although relationships matter in the workplace, sometimes mentoring simply doesn't work. **Kathy Kram** of Boston University contributed to the mentorship discussion in a March 17 *Wall Street Journal* story. Formal mentoring efforts, with their online profiles and random assigning mentors who often lack interpersonal skills, are generally less effective, she said. Mentors need training and she suggests that protégés not rely on one mentor. "To rely on one mentor is really a high-risk strategy," she said.

In the March 18 *HR Magazine*, a study by **Michael Campion** of Purdue University and **Julie Levashina** of Indiana University about candidates' truthfulness during job interviews was cited. The study found that more than 90% of job candidates were less than truthful during an interview, and follow-up questions were likely to produce more false responses. The study contradicted conventional wisdom that follow-up questions and probing are a means of detecting and preventing untruthful answers.

Which is worse in the workplace, sexual harassment or bullying? Research by the University of Manitoba's **M. Sandy Hershcovis** and **Julian Barling** of Queen's University shows that workplace bullying is more damaging to employees than sexual harassment—causing more job stress, less job commitment, and higher levels of anxiety. Their findings were reported in several publications including the March 11 *Washington Post*, March 24 *Forbes,* and the April 7 issue of *Canadian HR Reporter*.

Edward Lawler III of the University of Southern California wrote an article for the March 10 *Wall Street Journal* urging companies to give more respect to their human resources departments. Many companies say they consider their workforce an important asset, yet they don't really utilize their human resource operations to enhance the value of their employees, Lawler says. In an organization that wants talent to be its source of competitive advantage, the HR department simply can't be the stepchild it usually is, he concluded.

When a top executive leaves a position, the reason often given is the person left to "spend more time with the family." No one really believes that, though, according to a February 13 story in *Portfolio* magazine. Ben Dattner of Dattner Consulting in New York City said it would be better for companies and their employees, as well as shareholders, if companies were more

honest about the reasons for executive departures. “In an age where there’s supposed to be greater transparency, ‘leaving to spend time with family’ is the ultimate nontransparent answer. But there’s still a notion that this is face-saving and socially acceptable,” he said.

Amir Erez of the University of Florida shared the results of a study in the February 7 issue of *TechJournal South* that suggests rude bosses who browbeat employees actually do more harm than good. “When someone is screaming at you, you’re too busy thinking about the incident and how to deal with it to think about much else,” Erez said.

In a February 7 Reuters story, **Brian Miller** of Texas State University pointed out the hazards facing employees who wear visible body piercings and tattoos. His study found that workers “would rather not work with someone who has visible art in situations requiring face-to-to-face contact with customers, even if they are qualified to do so,” he said. His conclusion: visible body art in the workplace is unsettling to co-workers. The story, based upon a SIOP conference presentation, was also reported in *Workforce Management* as well as several other media outlets.

In another story about workplace stigmas, a Wayne State University study, which was covered in various media including the February 22 issues of *Occupational Hazards* and *Reliable Plant Magazine*, showed that obese workers negatively impacted fellow workers. Also, obesity was a barrier in the hiring process. The study was conducted by **Cort Rudolph,** who noted that “there are a whole set of stereotypes that go along with being overweight and lot of them transfer into the workplace in terms of people’s judgment about others’ abilities and appearance in relation to job performance.” The stories also cited a similar study by **Boris Baltes** of Wayne State. “We were amazed with the vast majority of people who strongly agreed with most of the statements” about overweight workers.

In a story in the January issue of *HR Magazine* about how companies collect feedback from their employees, **Allen Kraut** of Baruch College noted that most companies are now using online surveys to measure employee satisfaction and to enhance worker engagement. “The advantages of electronic surveys are enormous,” he said, citing time and cost savings. Studies he has done found the results of online surveys to be no different than the way people responded to paper-based surveys.

Commenting on a January 24 story in *E-Commerce Times* about the transition that took place at eBay when new CEO John Donahue took over the reins of the Internet auction firm, **Constance Dierickx** of RHR International noted that a key to the changeover would be the level of credibility the new CEO has with Wall Street and other primary constituents. “Once a new CEO is selected, only half the process is complete. Generally, it takes 12–14 months for a new CEO to effectively integrate into the role,” she said.

Scott Erker of Development Dimensions International was the primary source for a January 27 *Market Watch* story on questions that employers should not ask when interviewing prospective employees. A joint DDI–Monster.com survey of 3,000 job applicants revealed 43% of job seekers were annoyed that managers asked questions unrelated to the job and 38% said they were asked inappropriate personal questions. And two-thirds of the job seekers said the interviewer influenced their decision to accept or reject a job. The survey findings are "a wake-up call for organizations that (this kind of questioning) is happening behind closed doors when applicants are face-to-face with their potential boss," Erker said.

Some people work all the time, even when out of the office, catching up on e-mails or bringing work home. "I don't think companies know how much people are working," said **Ellen Ernst Kossek** of Michigan State University in a January 28 *Chicago Tribune* story. Kossek and colleague Brenda Lautsch conducted a study on how people manage the relationships between their work and personal life and found that many workers blend the two and can't seem to make a clear separation. They said people who find themselves captives of their work need to take control of their lives if they want to get out of the constant work cycle.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News.**

Send copies of the article to SIOP at siop@siop.org or fax to 419-352-2645 or mail to SIOP at 440 East Poe Rd., Suite 101, Bowling Green, OH 43402.

IOTAS

Anna L. Sackett
University at Albany

Awards & Recognition

In-Sue Oh was awarded the 2008–2009 Human Resources Research Organization (HumRRO) Meredith P. Crawford Fellowship.

The Agency for Healthcare Research and Quality (AHRQ) awarded the K Award to **Jason Etchegaray**. The K Award is an independent scientist award focused on linking characteristics of high-performance work systems of hospitals to patient safety and quality.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Wilfrid Laurier University (WLU) is pleased to announce that **Amy Christie** (Queens University) will join OB/HRM in the School of Business & Economics in the fall. She joins current faculty, including **Laurie Barclay**, **Greg Irving, Lisa Keeping, Richard Martell, Chet Robie, Lorne Sulsky**, and Simon Taggar. OB/HRM is working to build new, research-focused master's and doctoral programs at WLU.

Towson University announces that **Bill Rothenbach** has joined the graduate school as an adjunct faculty member teaching in the Human Resources Development Department; he is also senior vice president-Human Resources for Old Mutual Financial Network.

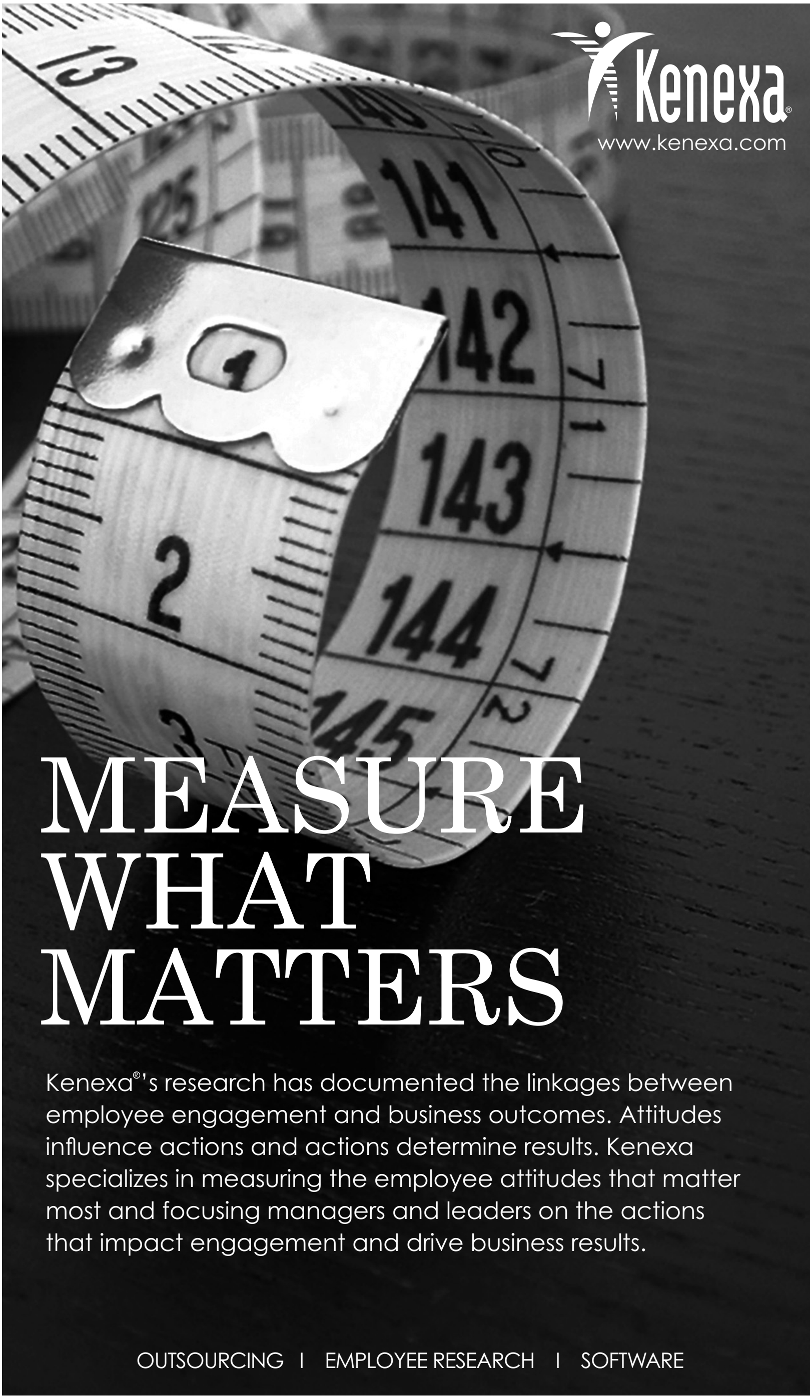
Jason Etchegaray is now assistant professor at the University of Texas-Houston Medical School in the Department of Internal Medicine.

Morehead, the human capital research firm, opened an office in the San Francisco Bay Area with **Leo Brajkovich** as president of the western region. Brajkovich will focus on west-coast based clients, including the University of California Hospital System and Cedars Sinai Medical Center in Los Angeles. Formerly he was director and executive consultant with Kenexa.

The Singapore government appointed **David Chan** as chairman of the International Advisory Panel (IAP) to the National Addictions Management Center and the National Council on Problem Gambling. The IAP consists of experts in gambling and addictions research from the United States, United Kingdom, Canada, Hong Kong, Australia and New Zealand.

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Wendy Becker** at WBecker@siop.org.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Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 20, 2008.

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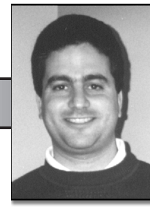
Welcome!



CONFERENCES & MEETINGS

David Pollack
Sodexho, Inc.

Please submit additional entries to David.Pollack@SodexhoUSA.com.

2008

July 12	Dallas Area I/O Psychologists (DAIOP) Poster Competition and Conference at the University of Texas at Arlington. Arlington, TX. Contact: www.daiop.org.
Aug 2–7	Annual Convention of the American Statistical Association. Denver, CO. Contact: ASA, www.amstat.org (CE credit offered).
Aug 8–13	Annual Meeting of the Academy of Management. Anaheim, CA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Aug 14–17	Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
Aug 14–17	Biennial Conference of the International Society for Justice Research. Adelaide, Australia. Contact: www.isjr.org/2008.
Sept 22–24	2008 International Congress on Assessment Center Methods. Washington, DC. Contact: www.assessmentcenters.org.
Sept 22–26	Annual Conference of the Human Factors and Ergonomics Society. New York, NY. Contact: The Human Factors and Ergonomics Society, www.hfes.org (CE credit offered).
Sept 29–Oct 3	Annual Conference of the International Military Testing Association. Amsterdam, Netherlands. Contact: www.internationalmta.org.
Oct 17–18	SIOP Leading Edge Consortium. Cincinnati, OH. Contact: SIOP, www.siop.org (CE credit offered).
Nov 3–8	Annual Conference of the American Evaluation Association. Denver, CO. Contact: AEA, (888) 232-2275 or www.eval.org.

2009

Feb 4–7	Annual Conference of the Society of Psychologists in Management (SPIM). San Diego, CA. Contact: www.spim.org. (CE credit offered).
Feb 27–March 1	Annual IO/OB Graduate Student Conference. Chicago, IL. Contact: ioob@iit.edu.
March 18–20	29th Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
March 21–24	Annual Conference of the American Society for Public Administration. Miami, FL. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
April 2–4	Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, www.siop.org (CE credit offered).
April 13–17	Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
April 13–15	Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (608) 443-2487 or www.ncme.org.
May 17–22	39th Annual Information Exchange on “What Is New in Organization Development and Human Resource Development.” Fairhope, AL. Contact: www.odinstitute.org.
May 22–25	Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, www.psychologicalscience.org (CE credit offered).
May 31–June 1	Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, www.astd.org.
June 29–July 1	Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, www.shrm.org (CE credit offered).

APA Recognizes Employers: Psychologically Healthy Workplace Awards

On March 7, 2008, APA recognized 14 employers for their efforts in fostering employee well-being through its Psychologically Healthy Workplace Award (PHWA). These awards recognize some very progressive organizations for implementing some incredibly innovative "people" policies/programs that would impress even an I-O psychologist!

Five Award Winners were selected for their comprehensive efforts to promote employee health and well-being, while nine Best Practice Honorees were recognized for a specific, innovative program or policy contributing to a psychologically healthy work environment. Recipients come from both for-profit and nonprofit worlds, and represent a diversity of industries from health care to financial services to hospitality. You can learn more about the winners at http://www.phwa.org/goodcompany/number.php.

The APA's Practice Directorate (through its Business of Practice Network) created the PHWA as part of its effort to educate consumers, business leaders, and others about the value of psychology and its relevance to daily life. It devotes considerable resources to promoting the award, publicizing its winners, and promoting practices associated with psychologically healthy work environments. The program is getting increasingly more publicity—and SIOP members could be doing more to shape, contribute, and benefit from this initiative.

How can you have an impact? Get involved at a local level. The national PHWA winners are nominated by state, provincial, and territorial psychological associations through local PHWA programs/committees. Many of these local committees are seeking I-O psychologists to help promote the award and evaluate nominees. However PHWA programs operate as committees of the state, provincial, and territorial psychological associations, and many of these state level associations have no I-O psychologists as members.

Contact your state, provincial or territorial psychological association (http://www.apa.org/practice/refer.html) or the PHWA committee for your state (http://www.phwa.org/howtoapply/bopn.php) to see how you can help.

Anna Erickson represents SIOP as the Division 14 Representative to the Business of Practice Network, the APA organization sponsoring and promoting the Psychologically Healthy Workplace Award.

Contact **Anna Erickson, 651.683.8697; aerickson@questarweb.com.**

Assembly of Scientist/Practitioner Psychologists, American Psychological Association

The Assembly of Scientist/Practitioner Psychologists (ASPP), a caucus of the Representatives of APA, is providing an expense paid trip to the February 2009 council meeting in Washington DC for a doctoral student in psychology to become familiar with the governance structure of the APA Council and the caucuses and how they work. At the council meeting the student who receives the award will be mentored by the chair of the ASPP.

The ASPP Board will review all submissions, select a student and announce the recipient after the August 2008 council meeting.

Interested students may send their CV and a 100-word statement about their future plans as a scientist–practitioner to the chair of the ASPP, **Dr. Linda Sobell at sobelll@nova.edu**. Deadline for submission is **July 30, 2008**.

Journal of Managerial Psychology Call for Papers for Special Issue: Cooperation in Organizations

Guest Editors: René Schalk and Petru L. Curþeu, Tilburg University, The Netherlands; m.j.d.schalk@uvt.nl., p.l.curseu@uvt.nl

The theme: Cooperation is one of the most important topics for modern organizations. There is a lack of research, however, that provides clues on how modern organizations can best organize their cooperation processes. Cooperation as a synergic force remains a core organizational process driving organizational effectiveness.

The quality of cooperation often distinguishes successful from less successful organizations. Therefore, managers face the challenge to foster cooperation within the company to ensure that (a) the company is able to quickly adapt to changes in the environment, (b) the company is positioned well in interorganizational networks, and (c) flexibility in production or service is ensured to cope with changes in the environment. Being innovative as well as being able to operate efficiently requires effective cooperation within companies.

Although cooperation is one of the main topics in organizations, there is a need for more theory development and research on the topic. Therefore, this special issue of the *Journal of Managerial Psychology* aims to address issues related to cooperation in organizations.

We would like to include in the special issue conceptual as well as empirical papers that bring new theoretical insights in the area of cooperation in organizations.

Deadline: **September 1, 2008**

Please contact the guest editors if you have questions about the special issue.

All papers should be from 5,000 to 7,000 words and should be submitted electronically to **Kay Sutcliffe at ksutcliffe@emeraldinsight.com,** stating

that the paper is for a special issue of the *Journal of Managerial Psychology* on “Cooperation in Organizations.”

Journal of Managerial Psychology Call for Papers for Special Issue: Intercultural Competence

Guest Co-Editors: Michael J. Morley, University of Limerick, Ireland, Jean-Luc Cerdin, ESSEC Business School, France

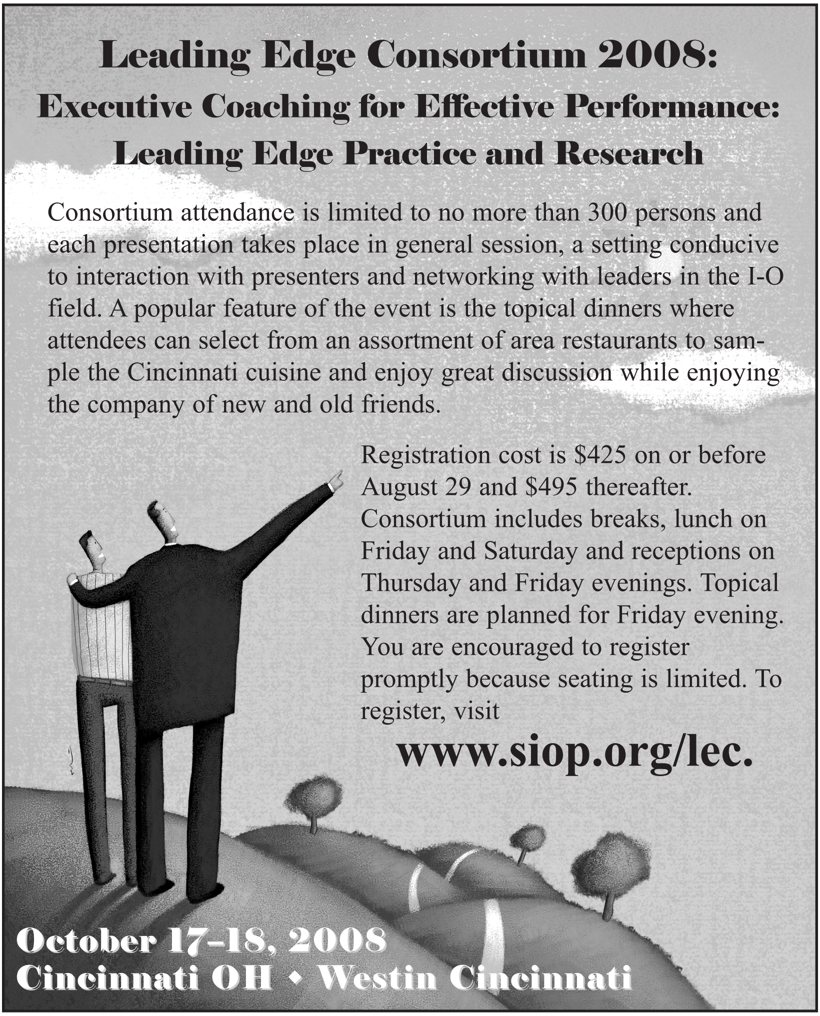
The intercultural encounter, in all its guises, is becoming an increasingly common experience in a greater array of workplaces and work settings in an ever-increasing number of countries and regions. In the international business arena, intercultural competence, at the individual level, is presumed to be associated with global career success and, at the organizational level, with business success through the more effective management of business operations in this increasingly diverse range of host locations. Yet, the cumulative evidence on these fronts remains mixed. Conceptual and definitional challenges abound, the path to its development remains uncertain, and its resultant impact is, at best, somewhat variable.

This special issue of the *Journal of Managerial Psychology* aims to further explore the multifaceted nature of intercultural competence and deepen our knowledge of its relationship with individual and/or organizational effectiveness. Specifically, we intend to publish papers that contribute to (a) a better conceptualization and definition of intercultural competence, (b) the relationships between intercultural competence and individual or organizational outcomes, and (c) measurement of intercultural competence.

We welcome both theoretical and empirical contributions to the special issue.

The deadline for electronic submissions of between 5,000 and 7,000 words is **September 29, 2008**. Please submit to **Kay Sutcliffe** at **ksutcliffe@emeraldinsight.com**, stating that the paper is for a Special Issue on “Intercultural Competence.”

For additional details, please contact either of the Guest Co-editors: Prof. Michael J. Morley, michael.morley@ul.ie; Prof. Jean-Luc Cerdin, cerdin@essec.fr.


Leading Edge Consortium 2008:
Executive Coaching for Effective Performance:
Leading Edge Practice and Research
Consortium attendance is limited to no more than 300 persons and each presentation takes place in general session, a setting conducive to interaction with presenters and networking with leaders in the I-O field. A popular feature of the event is the topical dinners where attendees can select from an assortment of area restaurants to sample the Cincinnati cuisine and enjoy great discussion while enjoying the company of new and old friends.
Registration cost is $425 on or before August 29 and $495 thereafter. Consortium includes breaks, lunch on Friday and Saturday and receptions on Thursday and Friday evenings. Topical dinners are planned for Friday evening. You are encouraged to register promptly because seating is limited. To register, visit
www.siop.org/lec.
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SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé— https://www.siop.org/JobNet/.

CMA (COLARELLI, MEYER & ASSOCIATES) has an immediate opening for a **MANGEMENT CONSULTANT.** CMA is a growing St. Louis-based management consulting firm in business since 1975. We provide assessment, leadership development, coaching, 360° feedback, organizational development, and strategic planning services to 300+ clients. We work mostly with owners and executives, including *Fortune* 500, private- and family-owned businesses. Services are customized. For more information, please visit our Web site at www.cmaconsult.com. You will join nine other full-time consultants and six part-time consultants. The culture is service oriented, fast paced, and collegial with a high degree of autonomy. Travel expectations are 2–4 nights per month. The compensation package is highly competitive and incented. Benefits are excellent.

The successful candidate will have a PhD in I-O or clinical psychology plus 3 years of experience, preferably in a consulting arena. Licensure is preferred. License eligibility is required. Respond with a cover letter and resumé to **hr@cmaconsult.com**.

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at WBecker@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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SIOP Advertising Opportunities

The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of $113.00 for less than 200 words or $134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumés may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032.**

Display Advertising Rates per Insertion

Size of ad	***One time***	***Four or more***	***Plate sizes: Vertical***		***Horizontal***
Two-page spread	$672	$488			
One page	$399	$294	7-1/4"	x	4-1/4"
Half page	$309	$252	3-1/4"	x	4-1/4"

Premium Position Advertising Rates

Size of ad	***One time***	***Two times***	***Plate sizes: Vertical***		***Horizontal***
Inside 1st page	$651	$462	7-1/4"	x	4-1/4"
Inside 2nd page	$630	$436	7-1/4"	x	4-1/4"
Inside back cover	$630	$436	7-1/4"	x	4-1/4"
Back cover	$672	$488	8-1/2"	x	5-1/2"
Back cover 4-color	$1,292	$1,103	8-1/2"	x	5-1/2"

Annual Conference Program

Display ads are due into the SIOP Administrative Office around January 15. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

Size of ad	***Price***	***Vertical***		***Horizontal***
Two-page spread	$506			
Full page	$304	9"	x	6-1/2"
Inside front cover	$526	9"	x	6-1/2"
Half page	$256	4-1/4"	x	6-1/2"
Quarter page	$202	4-1/4"	x	3-1/2"
Inside back cover	$520	9"	x	6-1/2"
Back cover	$540	11"	x	8-1/2"
Back cover 4-color	$635	11"	x	8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.

TIP
THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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Article deadlines for each issue: July issue—May 1; October issue—Aug. 1; January issue—Nov. 1; April issue—Feb. 1

Advertising and positions available: Advertisements ranging from one-half to two pages and Position Available announcements may be arranged through the SIOP Administrative Office. Deadlines for the placement of ads and announcements conform to the article deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the **SIOP Administrative Office**.

Subscriptions and address changes: Subscriptions begin with the July issue and are payable in U.S. funds. Membership inquiries, address changes, advertising placements, and other business items should be directed to **SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green OH 43402-1355. Phone 419-353-0032, fax 419-352-2645, e-mail siop@siop.org.**

Subscription rates: Subscription cost for SIOP members $15.00, included in annual dues. $20.00 for individuals, $30.00 for institutions. Periodicals postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to *The Industrial-Organizational Psychologist TIP,* SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

See *TIP* and SIOP online at www.siop.org